Strategic Initiatives

Summative Evaluation of Work/Study – Saskatchewan

Saskatchewan

Canada

SP-AH101-03-99E

102-06057/

Strategic Initiatives Summative Evaluation of Work/Study — Saskatchewan

Evaluation and Data Development
Strategic Policy
Human Resources Development Canada
and Saskatchewan Post-Secondary Education
and Skills Training

March 1999

SP-AH101-03-99E
(également disponible en français)

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Management Response

Work/Study is one of three initiatives under the Canada-Saskatchewan Strategic Initiatives Agreement. The Work/Study Summative Evaluation was undertaken by Calibre Consultants Inc. The findings and recommendations have been carefully reviewed and the findings accepted. The evaluation results will be reviewed in the context of ongoing programs and services and shared with partner organizations. Where possible, the findings will be used in the continuous improvement of service to clients.

Acronyms and Abbreviations

Automotive Service Technician (AST)
Business Development Bank of Canada (BDBC)
Canadian Artists Representation SK/Le Front des artistes canadiens (CARFAC SK)
Career Services (CS)
Community-based Organization (CBO)
Employment Insurance (EI)
Federation of Saskatchewan Indian Nations (FSIN)
Gary Tinker Federation (GTF)
General Educational Development (GED)
Human Resources Development Canada (HRDC)
Information Technology (IT)
Integrated Resource Management (IRM)
Labour Force Development Agreement (LFDA)
Labour Market Development Agreement (LMDA)
Labour Market Information (LMI)
Metal-arc inert gas welding (MIG)
Museum Association of Saskatchewan (MAS)
New Careers Corporation (NCC)
Non-government Organization (NGO)
Non-Status Indian and Métis Program (NSIM)
North Saskatoon Business Association (NSBA)
Rainbow Youth Centres (RYC)
Regional Economic Development Authorities (REDA)
Riversdale Owners' Coalition (ROC)
Royal Canadian Mounted Police (RCMP)
Saskatchewan Call Centre Association (SCCA)
Saskatchewan Council of Cultural Organizations (SCCO)
Saskatchewan Environment and Resource Management (SERM)
Saskatchewan Government Insurance (SGI)
Saskatchewan Indian Federated College (SIFC)
Saskatchewan Indian Institute of Technologies (SIIT)
Saskatchewan Institute of Applied Science and Technology (SIAST)
Saskatchewan Intergovernmental and Aboriginal Affairs (SIAA)
Saskatchewan Labour Force Development Board (SLFDB)
Saskatchewan Motor Dealers' Association (SMDA)
Saskatchewan Outfitters' Association (SOA)
Saskatchewan Post-Secondary Education and Skills Training (PSEST)
Saskatchewan Research Council (SRC)
Saskatchewan Tourism Education Council (STEC)
Saskatchewan Water and Wastewater Association (SWWA)
Saskatchewan Women in Trades and Technology (SWTT)
Saskatchewan Writers' Guild (SWG)
Saskatoon Centre of Reading Excellence (SCORE)

Saskatoon District Health (SDH)
Saskatoon Tribal Council (STC)
Social Assistance Recipients (SAR)
Southwest Centre for Entrepreneurial Development (SWCED)
Strategic Initiatives (SI)
Transportation Careers Development Centre (TCDC)
Touchwood, File Hills, Qu'Appelle (TFHQ)
Vocational Rehabilitation of Disabled Persons' Program (VRDP)
Western Trades Training Institute (WTTI)
Work/Study (W/S)
Workers' Compensation Board (WCB)
Workplace Hazardous Materials Information System (WHMIS)

1. Introduction

1.1 Background to Strategic Initiatives

The Canada-Saskatchewan Labour Force Development Agreement of November 1994 was an effort to revitalize Canada's social security system by eliminating barriers to labour force participation. The Contribution Agreement of January 1996 outlined cooperative arrangements for the design, funding, implementation and evaluation of three pilot initiatives within the guidelines of the Strategic Initiatives (SI) program. Work/Study (W/S) was identified as one of three priority areas to pilot innovative projects, along with Labour Market Information (LMI) and Career Services (CS) initiatives.

The W/S program was based on the need to reduce the labour market supply-and-demand gap and to facilitate attachment of workers to the labour force through training delivery and community partnerships. The W/S program targeted employer-driven training, apprenticeship training, community-based training and other institution-based training to develop skills needed to enter the workforce and contribute to sustainable employment. The W/S program tested innovative, creative, and flexible work preparation training, as well as skills development. The program was designed to support pilot projects providing learning opportunities to meet labour market needs through a unique combination of work-based training and study-based training.

The W/S program strove for a balance in meeting the training needs of employers and employees throughout Saskatchewan. Pilot project sponsors and partners identified eligible participants for individual W/S projects. The partners usually targeted unemployed people, particularly those who have had difficulty accessing the necessary training to re-enter the labour market and those who have difficulty establishing a permanent connection to the workforce.

The following four sub-streams were identified as priorities for W/S projects.

1. **Sector Stream Projects** tested new methods of identifying and meeting skills development needs in ways that increased industry partnerships in the application of competency-based skills development training (in the small business and industry sectors). A variety of delivery methods, including training in the workplace, for both new and existing workers were tested.

2. **Multimedia/Adult Basic Education Projects** tested the application of multimedia and other innovative training approaches to increase the access to quality sustainable jobs for equity group members, Social Assistance Recipients (SARs), First Nations people, Métis Nation people and youth at risk. Approaches that link adult basic education, skills development and employment were tested.

3. **Entrepreneurship Projects** tested new ways of increasing opportunities for Saskatchewan residents to consider self-employment as a viable option to traditional employment.

4. **Community-based Projects** tested new community partnerships and approaches to the management and delivery of skills development, work preparation and labour market services that lead to employment.

Community proposals were solicited in each of the sub-streams to meet the following criteria:

- innovation;
- partnerships;
- linkage with employment opportunities;
- labour market need/opportunity;
- clearly stated objectives and outcomes;
- economic and social impact on communities;
- business and industry involvement;
- needs of learners addressed;
- training accreditation and portability;
- participation of designated groups; and
- potential for application in other communities or sectors in Saskatchewan.

1.2 Evaluation

The evaluation was conducted in two phases: the "formative evaluation" assessed the development phase and process and the "summative evaluation" assessed some of the impacts and effects of the program after training completion. The formative evaluation was conducted between November 1996 and September 1997.

1.3 Methodology

The summative evaluation was conducted between December 1998 and March 1999. The limitation of the summative evaluation is that it is based on partial data, since many projects were not complete at the time the evaluation was being done. Methodologies used in the summative evaluation included the following:

- in-depth interviews with 14 sponsors, 22 partners, four W/S staff, and three Co-Chairs;

- surveys conducted with 138 trainees who participated in the projects; and

- a document review, including Schedule "A's" (Statement of Work) and Schedule "B's" (Statement of Estimated Costs and Cost Sharing) for the W/S projects; final reports and final financial statements submitted by project sponsors to SI; the Participant Profile and Shared Contribution in W/S submitted by SI; W/S Updates; and notes and minutes taken from W/S workshops.

The interviews listed above were completed in order to complete the case studies contained in Appendix One. However, in the early stages of the W/S program, other interviews were conducted in order to accumulate background knowledge on the W/S projects. Additional interviews were held with seven sponsors, eight partners, and 52 trainees. This brings the total number of interviews to 21 sponsors, 30 partners, and 190 trainees.

2. *Evaluation Findings*

The summative evaluation findings are organized in four main evaluation areas: Relevance, Project Design and Delivery, Program Success and Program Cost-effectiveness. Evidence to support the evaluation findings was drawn on from all 50 W/S pilot projects.

2.1 Relevance

What was the process used to determine the social and economic need for the W/S program and individual projects?

The process used to determine social and economic need in the W/S program was to allow communities to identify needs and projects. The innovative projects were more responsive to worker and employer needs. Previously, gaps in linking employment to training were identified to be both more "hands-on" training and more partnerships in training delivery. Project sponsors conceived of the ideas and their proposals were successful in linking training to employment.

How have the labour force development needs of target groups been incorporated in the design of the W/S program?

The W/S program offers many examples of projects that incorporated the labour force development needs of target groups into the design of their projects with encouragement from the W/S program, including Aboriginal groups, people with disabilities and youth. As discussed in the Aboriginal Health Careers Access training project case study, Aboriginal cultural elements were incorporated into the Grade 12 curriculum in terms of content, visits by Elders and access to an Aboriginal counsellor. Similarly, the Federation of Saskatchewan Indian Nations (FSIN) Resource Management Personnel Program was designed to give First Nations participants enhanced work experience to accompany their advanced training in resource management. This ended up creating new positions for them, and First Nations people found jobs doing First Nations work — managing their own resources.

People with disabilities benefited from W/S projects, particularly in the entrepreneurship stream. The successful project for the Deaf and Hard of Hearing was targeted at people who are hearing impaired and/or disabled and it was well thought out and planned. As shown in Case Study Six, transport operator training for people with learning disabilities was also beneficial for trainees.

W/S projects for youth, including youth facing substantial employment barriers, experienced some success in developing labour force skills, as illustrated by the Gravelbourg Wood-River Employment Training project. Similarly, the Comprehensive Education and Employment Training Development training project provided some youth facing employment barriers with self-esteem, valuable life skills and even employment.

Projects for Social Assistance Recipients (SARs) and First Nations people had lower success rates than for those projects with Employment Insurance (EI) claimants because the latter had more recent employment experience and fewer employment barriers. Careful screening and selection of training participants increased project success rates.

What types of innovations are the W/S projects expected to test?

Apprenticeship projects were among the most innovative W/S projects. Innovations included training delivered on-the-job so that trainees were not uprooted from their homes or families; thus avoiding the expense of taking training in another location.

A couple of projects tested distance delivery using technology and the Internet. There was student training in remote communities via the Internet through such projects as the Remote Community Economic Development training project.

Another highly significant innovation was the use of partnerships to facilitate training, and the contributions from W/S partners to the projects. The W/S program involved industry in training design and delivery, which enabled the training projects to better meet industry needs. An additional example to those previously mentioned (e.g., Apprenticeship projects, projects for Aboriginal people, people with disabilities and youth) is the Study and Work training project sponsored by the Saskatchewan Rivers School Division, which established a partnership directory on the Internet that contains students résumés and an employer directory.

There were administrative innovations in program design; for example, many projects provided exceptional support services for target group trainees and formed unique partnerships with project sponsors and staff. The use of mentorships and journey supervisors abounded in W/S projects; and where they were absent, extensive on-the-job training was offered. For example, the Professional Mentoring and Development Training Program for Artists and Writers brought artists and writers together for the first time to do entrepreneurial training.

How does the W/S program represent improvements in service to clients over existing programs?

The W/S program improved services to clients in ways that existing programs have not, through innovative approaches such as: technology, increased responsiveness to labour market needs, positive effects on participants, linking training to employment, striving to overcome barriers to labour force participation and to make training and employment more accessible to target groups. For example, the Electronic Careers for First Nations Workers training project, sponsored by Saskatchewan Indian Institute of Technologies (SIIT), taught First Nations' students electronics while providing mentorships and counselling services, which will assist in preparing Aboriginal people to work in the information technology sector. Technology is becoming increasingly important. Several W/S projects enabled trainees to access training from a distance, which increased the number of instructors available to trainees in remote locations (e.g., the north). However,

it is important to ensure that training delivery programs through technology are well chosen.

The W/S program has increased responsiveness to trainees and employers by providing training delivery on or near the work site and the trainees' local communities, as well as less disruptive training timelines that were faster and did not require trainees to leave their families.

Ultimately, the W/S project benefited the trainees and other stakeholders. For trainees, the training projects provided incentive, in many cases, to try to obtain employment or post-secondary education. In Apprenticeship Projects, many apprentices went to another level in their journey-person trade. There was new job creation for many people in Saskatchewan. For many trainees, their self-esteem was improved as was their ability to obtain employment. W/S provided a voice for industry by involving them in training design and delivery. Partnerships improved the level and quality of training: people were working together in the interest of the trainee in new ways. For example, the successful Northern Cooking Apprenticeship Level One training project delivered training in the north and met a real need. Formal technical training was imported to locations where trainees provided cooking services in remote locations where it was difficult to access apprenticeship training. The Northern Cooking Apprenticeship Level One project was successful because of employer support, the delivery in a remote location and the accommodations made by the employer to incorporate the training into regular shifts. In comparison to traditional training programs where trainees must relocate out of their communities to attend block training and be unemployed during the training, the SI project was very successful.

Most W/S training projects were directly linked to employment. For example, the General Educational Development (GED) 12/ Transport Operator Training was intended to train people with learning disabilities to become truck operators and actually get training with the Transportation Careers Development Centre (TCDC) and employment in the industry. The Emergency Services Communication Technician training project provided trainees with training that was in demand and unavailable in Saskatchewan.

In addition, the quality and flexibility of training was improved. The stakeholders tried to ensure training was accessible and every effort was made to minimize trainee barriers to employment and training, which included offering training at different times of day and at different locations. The income support provided to some trainees assisted in helping them overcome barriers. The project brought training to them — training they would not have been able to get without the project due to economics.

2.2 Design and Delivery

Have any operational, legislative, regulatory or jurisdictional constraints been identified that impinge on the ability of the program to achieve its objectives? How were these handled?

The W/S program has demonstrated that the two orders of government can work together to achieve mutual objectives.

Two concerns raised during in-depth interviews for both the formative and summative evaluations were the need for a pre-operational period that establishes policies and procedures before the program starts and for higher levels of staff to assist in W/S project development. The impact of lengthy approval processes was to condense the time available for the project to recruit and select trainees and/or to deliver training components. For trainee recruitment in some projects, this meant that the trainees lacked the necessary skills to take the training, which contributed to high attrition rates.

Partners were responsible for meeting obligations in W/S projects — many excelled in this respect while others failed — and sponsors occasionally fell short of their obligations or contracted outcomes. Partnership involvement was encouraged since the beginning of the W/S program. Partnership is nurtured by involving partners from the beginning to be part of project design, budget estimates and determination of desired outcomes.

What are the strengths and weaknesses of the Program's organizational structure?

While the SI Program and the W/S initiative better assisted the two levels of government to coordinate resources, eliminate duplication, address gaps and make operations more streamlined for non-government partners, there were lessons learned in the process. The lessons are related to administrative procedures, W/S staffing and the SI W/S database (i.e., for project and participant monitoring) for the purposes of evaluation.

W/S program criteria must be clear for clients to easily understand, and W/S staff must be large enough and trained sufficiently to perform their duties and enhance program effectiveness. The ideal is to have resources, time, equipment, policies and procedures in place before the program starts by allowing time for more front-end planning, but procedures had to be devised for the new W/S program as it developed. The W/S application process was adjusted; the approval process could have been faster in some cases; and monthly payments were an administrative challenge (reports and payments every three to four months may improve the program). The W/S project officers require sufficient training, tools and information on policies and procedures to fulfill their responsibilities. Adequate staffing levels are required to make strategic plans and proactive decisions and assist in the development of training ideas, proposals and projects.

Although a database was created, an infrastructure capable of managing the W/S program, including its many projects, was required and never fully achieved. The database was ineffective in monitoring the W/S projects in sufficient detail to conduct, for example, a complete and detailed summative evaluation. W/S staff was unclear of the purpose and functions of the database. Program and project evaluation, including participant tracking systems, must be built into a program like W/S from its inception.

How were the potential applicants and the community informed about the W/S program? Was the external communication effective?

Of the 190 trainees surveyed, 26% became involved in the program through word-of-mouth. Other ways of learning about the projects were: advertisements (17%), high school (15%), referral from New Careers (10%), approached by employer (7%), through SIAST/Regional College (4%), already working for employer who provided on-the-job training (3%), Canada Employment referral, application to employer, and through the band office or reserve (2% each). Most trainees (92%) felt they received timely and adequate information about the W/S training project.

What measures are being taken for tracking, monitoring and assessing the projects? Are these adequate?

The W/S program required monthly financial reports from the project sponsor for the latter to collect the next month's funding. Some sponsors felt this was too often, and some submitted financial reports once every three months and got their funding then. The two levels of governments have the role of monitoring project accountability, of which the financial report is a large part. Most W/S project stakeholders regarded this as normal and not intrusive. The governments also find gaps in services, identify partnership difficulties and act to fill the gaps and support partnerships. To secure training funding, applicants had to demonstrate how their project met W/S program objectives, such as fulfilling a labour market need, linking training to employment and fulfilling objectives through innovative partnership-model approaches to training.

Prior to the implementation of the W/S program and in addition to developing a database for collecting information, the desired program outcomes for W/S and how they would be measured for evaluation should have been determined, and each individual project should have done the same at the project level. Evaluation forms given to sponsors and employers lacked specificity, in that, trainees remain unasked if they found training-related jobs. Program evaluation and the tracking of participants must be built into the process at the project level as a foundational aspect of the W/S program. The feedback from applicants, partners and participants has been positive.

2.3 Program Success

What types of partnerships have been developed through the W/S program?

Partnerships in the W/S program consist of a vast array of partner types, including employers and industry, CBOs, school divisions, regional colleges, SIAST, other educational and training institutions, and many others.

Unfortunately, some partners did not meet their obligations; for example, they failed to provide cash, in-kind contributions, or training requirements which they had undertaken to provide. Conversely, other partners did not receive appropriate payment. Another disadvantage involved any changes within the partnership. Replacing partners sometimes

meant that if the new partner was unaware of the training project and learning about it was not a priority, the applicant had to do the majority of the work. Obtaining buy-in from all partners was a challenge. In the desire to get funding, partners were involved that were not truly committed, which was revealed later in the project. Industry did not contribute as much cash as initially hoped, but the value of in-kind contributions was substantial.

One of the lessons learned in the W/S program is that partnerships take time to develop. Partnerships are best developed by involving and raising the awareness of potential stakeholders and partners and providing them with useful information regularly. Partners and applicants provided support services to each other; there was cooperation in activities such as recruiting trainees, writing the curriculum and completing administrative and other project-related tasks. Another benefit was in financial savings through less duplication and more shared services. For example, the Saskatoon Board of Education worked with four other school divisions, sharing knowledge and information.

Industry, employers, CBOs, non-government organizations (NGOs), other partners and clients have become more aware that they have a stake in, and need to be a part of, training for employment. Nonetheless, partnerships are a function of funding and programs have to be designed so they require partnerships. If partners are willing to provide the time and money, which is almost always because there is a genuine need for the partnership to continue, partnerships can be sustained. Business partners shared in the training by providing extensive on-the-job technical training, which was innovative to apprenticeship and government training. Projects brought in industry and involved them in training design, needs identification and feedback to aid in program refinement and development to fit their needs. Industry and educational institutions, by working together, learned more about each other and broke down myths and stereotypes.

Partnerships fail if the objectives of the partners and applicant are different or incompatible and if one or more of the stakeholders has ulterior, inappropriate motives; for example, if an employer just wants funding for inexpensive labour. There has to be buy-in to the premise behind the project and a willingness to provide a training or employment opportunity. Projects helped people connect in communities where they might not have before, or at a higher level than they were before. The partnerships created by W/S led to networking between community agencies, organizations and businesses. In order for the partnerships to succeed, there must be a mutual benefit resulting from the relationship.

What successes in innovations have been experienced? What challenges have been experienced and how have the challenges been handled?

The innovations of the W/S program include the technology developed, the Apprenticeship Projects and the partnerships developed.

One of the lessons learned through the W/S program is that, while technology adds value, it requires hands-on assistance and cannot stand alone. Trainees must be shown how to

operate the technology properly. Nonetheless, the use of technology should be sustained because of its potential to offer effective training in a more convenient manner.

The Apprenticeship Projects were deemed among the most significant innovations of the W/S program. The benefits were numerous, including the lack of trainee relocation. In some cases, however, apprenticeships fell short because employers failed to provide all of the materials or time for trainees to achieve all learning objectives in the training project. Apprenticeship projects, or elements of them, should be sustained because their flexibility made it easier for workers to continue training without having to leave their jobs for extended periods, and employers provided training at the work site.

Partnerships take more time and resources but usually make for better training projects and should be incorporated into future training programs. However, there were challenges in trying to establish partnerships. W/S provided the funding which stimulated applicants and partners to participate in training projects. Many people had never undertaken the process of obtaining partnerships before and W/S staff assisted sponsors with ideas on potential partnerships. W/S encouraged people to be creative.

2.4 Program Success

How satisfied are participants with the W/S program?

Participants were satisfied overall with the training they received through W/S; of the 190 trainees surveyed, 91% indicated the training was effective in meeting their needs. When asked if they believed that the training received through the W/S project was more, less, or equally effective to other methods of training, 60% of participants surveyed indicated it was more effective. One fifth felt it was equally effective, while 6% thought it was less effective. Reasons for why it was more effective included the good hands-on experience (61%), good instructor and course content (28% each), good one-on-one instruction (21%), use of technology and resulting employment (13% each).

The ratings for the on-the-job and classroom training were 4.3 each on the five-point scale, with 1 being poor and 5 being excellent. The distance training rated a 3.9 out of 5 by the 29 trainees who mentioned it as an instruction method. Most trainees felt they received the support services they needed during the training (91%). The primary benefits most frequently mentioned by all participants were increased knowledge and skills (51%) and access to employment (18%). Almost all trainees (93%) felt their training project will make a difference in their ability to get or maintain a job, because it provided the skills necessary for a job (78%).

Benefits that accrued to trainees included self-esteem and valuable life skills (e.g., gained by several troubled youth in the Comprehensive Education and Employment Training Development project). The training of women in trades and technology so empowered the women that they started training other women. Two apprenticeship programs in Moose Jaw had so many people interested in the program that they had to hire five new instructors to run the program again. The needs of people with disabilities were addressed, particularly in the entrepreneurship stream.

Apprenticeship was well received by both trainees and employers since the former appreciated not having to leave home and work for training, while the latter appreciated not losing the apprentice for extended periods of time.

Some target groups had more employment barriers and thus lower success rates, especially SARs and First Nations. Accessible training and income support helped trainees to overcome employment barriers.

Have the intended impacts of the W/S program been achieved?

W/S innovations in apprenticeship made training more responsive to worker and employer needs. Training was made more accessible to trainees in a variety of projects. Partnerships were encouraged by the W/S program and utilized to facilitate training, and community relationships were established and strengthened. Industry is now more involved in training and there is an increased awareness of the importance of partnerships. Linkages between training and employment were successfully made, especially with hands-on and on-the-job training. For example, the Swift Current Cypress Hills Regional College partnership with the South West Regional Emergency Services project benefited industry by providing qualified employees through the Emergency Services Communication Technician training project and benefited trainees by providing training not otherwise available. New incentive was provided to trainees to obtain employment or post-secondary education.

2.5 What are the unintended impacts of the W/S program?

One unintended impact is that SIAST is rethinking the training delivery methods for their apprenticeship training.

There was good media coverage of the W/S program. Media coverage of projects encouraged additional companies to want to become part of SI projects. However, it took longer than anticipated for industry to become organized and be a part of W/S. Some industries, such as the film, arts and manufacturing industries, had more difficulty getting involved due to the increase in their labour forces over the last few years and the downsizing that has occurred. They knew they had to train for long-term jobs but this was difficult under labour-surplus circumstances.

It was an unintended impact that the recruitment and selection of trainees sometimes occurred in a shortened timeframe, which resulted in the selection of under-skilled or inappropriate training participants. There must be sufficient time to test trainees before the training program to ensure they have enough knowledge and skills to complete the training.

Another unintended impact was the establishment of oral exams for low-literacy Northerners by Saskatchewan Tourism Education Council (STEC), exams that met industry requirements for guide certification in the Saskatchewan Outfitters' Association

(SOA) Guide Training project. A second example is the Woodland Craft Training Initiative designed to provide craft training through a distance educational model, using mentors who came to assist trainees in their home locations and during weekend workshops. Two trainees started their own craft business in rural Saskatchewan.

2.6 Program Cost-Effectiveness

How are the funding allocations of specific projects determined? Are the allocations appropriate relative to the identified needs?

Overall, resources for W/S projects have been used effectively. In the beginning, many projects requested more funding than was necessary for administration costs and SI provided significant advances. However, as the program progressed, W/S negotiated more effectively with applicants. In a few situations, SI over-funded for project management (e.g., coordinators, counsellors) because certain project positions were later found to be unnecessary. A key lesson was that SI could have been more conservative and demanded more accountability and responsibility from partnerships. When contracting with a community, it is important that money is spent appropriately on training. A measure of success in resource allocation was that overall, administration costs were kept at 12%, and therefore most of the funding was spent directly on training.

Regular time spent on W/S by staff and Co-chairs ranged from 5% to full-time (100%) for the Project Officers. The average amount of regular time spent on W/S was 65%, and overtime ranged from none at all to 100 hours in total. Of the three W/S staff who worked overtime, the average number of total overtime hours was 60. All of the W/S staff and Co-chairs believed that the time spent on W/S was sufficient for completing the work.

Is the W/S program model a cost-effective way of moving people from training to employment?

Because the W/S projects were pilots, start-up costs were high. Many projects tested brand new ideas and required a significant amount of resources to get them off the ground. If projects were to be run again, many would cost considerably less because expensive components, such as curriculum and program design, have already been completed. Some projects were more costly than others because the sponsor organization was small and did not have the existing staff and structures to accommodate the project.

Most pilot projects will not be sustained in their original form. Those that will be sustained will be through partnerships or funding from elsewhere. However, it is likely that successful elements of projects will be incorporated into future and existing training programs. W/S discovered new ways of delivering training of which several may not necessarily be less expensive than traditional methods but are more effective.

When asked if they believed the W/S training they received was cost-effective compared to other methods of training, 88% of the 190 trainees believed it was, while 3% did not and 8% were unsure. The reasons cited by the 168 trainees for cost-effectiveness included

the costs to the trainee were minimal, or it did not cost them anything (58%); the job experience/instruction/course content was valuable/worth the money (22%); the training was accessible/close to home/did not have to relocate/could keep working (10%); training was free (3%); and finally, the trainee received a wage/salary/training subsidy during the training (2%).

3. Key Findings

3.1 Relevance

1. W/S projects came directly from local communities, who identified trainee and employer needs.

2. Projects were designed to be linked directly with employment.

3. Projects targeted to equity groups were successful in incorporating their needs because they adapted the training delivery to these needs, including the provision of appropriate support services. Some target groups had more employment barriers (e.g., SARs) and thus success was limited.

4. The changes in training tested by the W/S projects were necessary to increase relevance for industry and participants. In particular, apprenticeship and remote training innovations met a definite need and were very successful.

5. Industry involvement in training design, content and delivery maximized training relevance. The program increased training responsiveness to industry and participants.

6. W/S funding enabled ideas for training to become real projects. Without W/S, it is unlikely these projects would have been possible.

3.2 Program Design and Delivery

1. Pre-operational policies and procedures that do not restrict innovation need to be in place. Partnerships are more successful if partners are involved through constant communication.

2. A database capable of monitoring and tracking projects would contribute to overall success.

3. It is important that government maintain accountability in its programs, but monitoring requirements should be streamlined.

3.3 Program Success

1. Major innovations in the W/S program were the new training delivery methods used, the apprenticeship projects, the partnerships and the use of technology for remote training and other purposes.

2. Partnerships are innovative in their make-up, with new organizations partnering together to deliver training for employment which has lead to extensive networking and strengthening of community-based partnerships.

3. Partnerships are compromised when partners do not meet obligations, when commitments to partners are not met and when they change representatives frequently.

4. Partners cooperated in project design and delivery, resulting in financial savings through less duplication and more shared services.

5. Partnerships will deteriorate if partners have different objectives.

6. Partnerships will be sustainable if partners achieve and receive mutual benefits.

7. Accessible training and income support helped trainees to overcome employment barriers, especially SARs and First Nations.

8. Training became more responsive to trainee and employer needs, and more accessible for target groups and industry.

9. Training and employment opportunities were increased through the innovative pilot projects and the creation of new jobs.

10. The unintended impacts of the W/S program included: extensive media coverage of some projects, which encouraged partner involvement; the occurrence of trainee recruitment within shortened timelines; the establishment of certification and standards; and the instigation of established educational institutions to re-think their training delivery methods.

3.4 Program Cost-effectiveness

1. Overall, resources for W/S projects have been used effectively.

2. Partnering with small organizations costs more because the staffing and infrastructure is not in place to deliver training.

3. As the W/S program progressed, Project Officers became more proficient at negotiating project costs with applicants. This resulted in less money being expended on superfluous items and more in partner contributions.

4. Recommendations

1. Schedule a pre-operational period in which to establish policies and procedures before a training program begins.

2. Develop an information system prior to the implementation of a training program.

3. Evaluation must be built into programs from the beginning.

4. Partnerships must have clearly defined roles and responsibilities in delivery, monitoring and accountability.

5. Government should continue to provide a monitoring role to ensure project accountability and cost-effectiveness.

6. Ensure policies and procedures are not excessive or restrictive for project applicants.

7. Encourage local communities to identify their training needs.

8. Encourage industry involvement in training design and delivery to maximize training responsiveness to labour force development needs.

9. Continue to nurture partnerships in program delivery.

10. Ensure that sponsors and partners demonstrate their commitment to projects prior to project approval.

11. Continue to make training responsive to trainee and employer needs and more accessible for target groups.

12. Support innovation in training delivery methods, apprenticeship training, partnerships and the use of technology for remote training.

Appendix 1: Case Studies

The Saskatchewan Outfitters' Association Guide Training Project

The Saskatchewan Outfitters' Association

This case study is based on in-depth interviews with the project sponsor from the Saskatchewan Outfitters' Association (SOA); with partners from the Saskatchewan Tourism Education Council (STEC); and with telephone surveys from 24 of the 56 participants who completed the training.

This training project was from six to 60 weeks in duration, depending on the site, the area, the competency level and so on. The training was administered on-site by individual outfitters and the project sponsor and coordinator administered oral exams that could be completed on the job. This training project was designed to develop a standards and certification process for both hunting and freshwater angling guides, which will improve the quality of guiding in Saskatchewan and eventually attract more tourists to the province. The objective of this project was to develop curriculum in accordance with industry standards for competency-based training of freshwater fishing and hunting guides, leading to industry certification. The project wanted to train 25 guides in freshwater fishing or hunting and to cross-train 20 guides in both freshwater fishing and hunting. But the priority was to develop a certification process for both freshwater fishing and hunting guides and to offer certification to trained guides.

The work schedule for this training project was as follows:

June to August 1996 — Curriculum and training materials developed.
August 1996 — Train-the-Trainer workshop for Hunting Guide training.
August 1996 — Development of certification for Hunting Guide.
September to December 1996 — Hunting Guide training.
January 1997 — Certification of Hunting Guides.
April 1997 — Development of Freshwater Angling Guide certification.
April 1997 — Train-the-Trainer workshop for Freshwater Angling Guide
June to September 1997 — Freshwater Angling Guide training.
October 1997 — Certification of Freshwater Angling Guides.

Project Relevance

The SOA's Guide training project was designed to meet the needs of trainees by providing "Train-the-Trainer" sessions to the outfitters who employed and then trained the guide trainees. Receiving all of their training on the work site enabled trainees to remain employed as they trained for industry certification. The training enabled trainees to apply

for guiding positions across Canada with the confidence that comes from formal certification. The initial need for training was determined by the SOA membership, who indicated such a need. An in-depth analysis of this need was undertaken by KPMG and the results of this analysis are set forth in the document entitled: "Making the Saskatchewan Outfitting Industry Competitive." The majority of outfitters recognize the need for insuring the skill level of front-line employees. With the advent of increased job opportunities and the demise of traditional Aboriginal lifestyles, guiding has become a less attractive career choice. In order to qualify for the training project, guides had to be selected and hired by local outfitters, who were often in the best position to recruit from their own communities.

There were 45 guides initially contracted for this training project. However, due to extensive interest in the training, the actual amount of participants who completed the project and were certified was 56. The numbers of various target groups that participated in the training included six youth, eight First Nations, one Métis, eight disabled, eight visible minorities, 12 Northerners, two SARs, one EI recipient, and 56 employed guides. Of the 56 certified guides, 37 were enrolled and trained for freshwater angling guide and 19 were enrolled and trained for hunting guide. Training packages were provided to 62 additional trainees who wished to access the material without becoming formally involved in the SOA training project. Approximately 40 outfitters participated in both of the "Train-the-Trainer" sessions.

The training project was innovative in having an industry deliver training on the work site and in bringing first-time certification to this industry sector in Canada. Delivering three-day "Train-the-Trainer" sessions to outfitters was innovative. Guide training curriculum and a model of on-the-job oral testing were developed and were particularly well suited to trainees. By recognizing prior learning, the project was able to train experienced guides who would have rejected more formal training. However, the training project did not cross-train both hunting and freshwater fishing guides.

The industry was of the view that a combination of guiding skills in a variety of sectors can lead to full-time employment, better recruitment and increased industry standards. However, industry outfitters were reluctant to become involved in guide training due to the lack of suitable materials and concern that any form of training would become a requirement of any provincial licensing program (certification), which would represent difficulties in hiring guides. Saskatchewan Environment and Resource Management (SERM) recognized the challenges involved in the licensing program and dropped their licensing requirement in support of an industry-driven training program. Trainees are part of a national standards and certification process that recognizes their skills.

Project Design and Delivery

All of the partners had input into the design of the training project. Since 1992, the SOA, in conjunction with STEC, has been able to include the Freshwater Angling Guide and Hunting Guide in the process of developing standards and certification on a national basis. National standards for both of these occupations were developed in 1995. The SOA

developed and delivered the guide training project with the assistance of Saskatchewan Outfitters and Strategic Initiatives W/S.

Trainees learned of the training project through the outfitters who employed them and were recruited at the outfitters' discretion. Trainees were able to live and work in their own communities. Additional support services offered to trainees included mentors and journey supervisors (33%), personal counselling services (13%), transportation services (8%), tutoring (8%) and career counselling services (4%). The mentors or journey supervisors were given a mean rating of 4.8 on a five-point scale; personal counselling services rated a mean of 5.0; tutoring services were rated a mean of 4.5; transportation services were rated a mean of 5.0; and career counselling services were rated a mean of 5.0. Ninety-six percent (23/24) of trainees said they received the support services required during the training project.

The partnership for this training project included the following partners:

- Saskatchewan Tourism Education Council
- Saskatchewan Outfitters

STEC provided liaison with federal organizations for standards and certification development; direct financial support for standards and certification development; and in-kind support for administration, materials and supplies. The outfitters provided training delivery, materials and equipment, as well as wages and training time to guide trainees. Although not a formal partner, Saskatchewan Environment and Resource Management dropped the fee requirement with the intent of the SOA making it voluntary for guides to learn the standards. SERM also made outfitters responsible for the actions of their guides. SOA provided coordination for the partners; overall project management and programming design; industry liaison; and in-kind financial support for administration, materials and supplies.

The sponsor emphasized that time and energy must be spent alleviating some misunderstandings or "organizational challenges." For example, one province walked away from the national meetings held on guide training certification due to fear that such a process would become a requirement for licensing. The sponsor emphasized the importance of consulting with association and industry representatives to examine their training needs and being flexible in delivering training. In the opinion of the sponsor and one partner, it is sometimes necessary to prod industry and employers in order for them to become actively involved in training.

However, the sponsor believed that he and the other partners learned that it is possible to develop trustworthy partnerships that work effectively, and the partnership model developed in this project has the potential to be sustained. The partnership between SOA and STEC that instigated a national certification process for guides was particularly effective.

The sponsor indicated that it is challenging to increase understanding about training delivery mechanisms that are most appropriate for trainees. He recommended that four to five on-site instructional visits would have improved the project.

The sponsor indicated that the W/S program and the project officer provided freedom, flexibility and support which, when combined with a lack of "red tape," were extremely beneficial to the project. The sponsor's expectations were met with regard to the information received about the W/S initiative, the application and approval process, timeliness, and the payment process. The sponsor's expectations were exceeded in the areas of communication with, and support provided by, the W/S staff, as well as the monitoring process.

Project Success

Of the 24 trainees surveyed, 14 (58%) indicated that this training was more effective than other methods of training; six (25%) thought it was the same; two (8%) thought that it was less effective because it was too short; and two (8%) did not know. Of those who thought it was more effective, nine (64%) attributed this to "good hands-on experience"; seven (50%) attributed it to "useful course content"; and two (14%) attributed this to a "good instructor." Other responses included "good one-on-one instruction"; "use of technology"; and "having a lot in common with other participants." Twelve trainees identified on-the-job training and rated it a mean of 3.9 on a five-point scale. There were 17 trainees who identified classroom training and rated it a mean of 4.1; and finally, there were three trainees who identified distance education and rated it a mean of 3.3.

The trainees thought that the training provided a significant benefit in terms of creating opportunities for increased responsibility or a promotion (38% thought this was a significant benefit; 38% a moderate benefit; 8% a slight benefit; and 17% did not receive this benefit from the training project); and for increasing their potential for a higher wage in the future (38% thought this was a significant benefit; 38% thought it was moderate; 4% thought it was slight; 16% did not receive this benefit from the training; and 4% did not know). The trainees thought the training provided a significant to moderate benefit in terms of work experience and employment: 29% thought both were significantly benefited; 33% thought both were moderately benefited; 17% thought both were slightly benefited; and 21% did not receive this benefit from the training project.

Trainees indicated that the way in which the training project increased their knowledge and skills was a moderate benefit (63%); a significant benefit (21%); a slight benefit (8%); and 8% thought they did not receive this benefit from the training project. Similarly, 50% of trainees thought the training project was a moderate benefit for increasing their self-confidence; 29% thought it was a slight benefit; 13% thought it was a significant benefit; and 8% said they did not receive this benefit from the training project. As for providing background for further education, 46% thought this was a moderate benefit; 13% each thought it was both a slight and a significant benefit; 21% did not receive this benefit from the training project; and 8% did not know. As for higher wages, 38% indicated that they did not receive this benefit from the training project.

There was 33% who thought the training project provided a moderate benefit in this regard; 13% each thought it provided both a slight and a significant benefit; and 4% did not know.

The sponsor and partners were generally pleased with the training provided to trainees. Because First Nations people constituted the majority of trainees, examples were developed and used in designing the curriculum that were appropriate and culturally sensitive to the target group. Because some trainees were unable to read or write well enough to do traditional written exams, a translator was made available and used a model of oral on-the-job testing.

All of the contracted outcomes were achieved or exceeded with the exception of cross-training participants for certification as both freshwater fishing and hunting guides. The certification process that was established and the training delivered was a result of the partners working together towards common goals. The partnerships will continue to be sustainable as long as there are mutual benefits and labour force needs in the arrangement. The outstanding achievement and legacy of this training project are the standards and certification established for both freshwater fishing and hunting guides, which have caught national attention. This accreditation will improve the quality of guiding in Saskatchewan, which will increase the numbers of tourists visiting the province every year.

Program Cost Effectiveness

The total budget for this training project was $680,065, and Strategic Initiatives W/S contributed $128,184 of that sum. The sponsor contributed $23,222 in-kind, and the partners contributed $301,730 cash and $226,929 in-kind, totalling $528,659. An amendment for an additional $5,400 was made on September 12, 1997 to the original contract. Overall, the cost per participant was $12,593.80. For SI, the cost per participant was $2,373.77.

The sponsor indicated that the cost for developing the training project proposal to final approval stage was between $7,000 and $8,000. The primary partner indicated that its cost for assisting in preparing the proposal was approximately $1,000.

Most trainees (75%) thought that the training was cost-effective for them personally, while 25% did not know. Trainees who thought it was cost effective explained that it was inexpensive to them personally to take the training (61%); the course was very high quality, comprehensive, and/or appropriate to the trainees (33%); and trainees could keep on working and receiving wages while they were training (11%).

New Media/Adaptive Systems Training Project

Pebble Beach Interactive Inc.

This cases study is based on information provided by the project sponsor of Pebble Beach Interactive Inc.; and by the five trainees surveyed out of the seven who completed the training. No final project report has been submitted for this project.

The New Media/Adaptive Systems training project was sponsored by Pebble Beach Interactive Inc. This training project was designed to train people to be media specialists. The project was originally to run from August 1, 1996 to June 30, 1997. However, the contract was amended to extend the training project until September 15, 1997. The objectives of the project, as identified in the proposal, were as follows:

- To develop and test new curriculum in cooperation with SIAST and according to industry standards, for competency-based training for production-based training to produce functioning members of a multimedia production team, completely up-to-date in all areas of production and with expertise in one particular chosen area.

- To train eight new media specialists in the process of following technological change while sourcing, learning and adapting to the latest technology, with the capability to remain at that level.

- Upon successful completion, Pebble Beach Interactive Inc. may offer advanced training to graduates of SIAST's New Media course being offered for the first time in the fall of 1996.

The New Media/Adaptive Systems training project consisted of extensive on-site training.

Project Relevance

The sponsor of the training project felt that the objective of demonstrating labour market need was reached in establishing this training project. Although the training project did not guarantee employment, there was work-based training at the sponsoring multimedia company. The sponsors and other multimedia companies created a solid linkage with employment for the trainees. The sponsor indicated that he and other multimedia-industry employers are in need of a pool of qualified media specialists from which to draw employees. The training has positively impacted this industry in Saskatchewan, primarily because it is the only one of its kind to date. The trainees have skills that are transferable within the multimedia industry and related fields (e.g., film, advertising, etc.). This training project was successful in meeting Strategic Initiatives W/S goals and objectives, particularly in linking training with employment. To date, the project has had a 100% placement rate; all of the trainees have secured employment following completion of the training. SIAST is in the process of arranging for training accreditation for this project. However, employers will already recognize the in-house projects that trainees have completed.

This project was targeted for equity group members, such as youth, people with disabilities, women, and First Nations. However, few people with the necessary background came forward from targeted groups. Trainees were required to have some experience and interest in multimedia and adaptive systems (e.g., graphics, audio-visual, production, management, programming, etc.).

Nonetheless, this training project provided opportunities for the participation of equity groups. The sponsor estimated that, among the seven participants, one was First Nation,

one was a visible minority, one was a person with a disability, one was a youth under 25, one was a SAR and two were previously on EI. However, interviews with six of the seven trainees contradicted this information because all six claimed to be in receipt of neither Social Assistance nor EI for six months prior to the commencement of the training project. In addition, six trainees (100%) claimed not to have any disability. Five of the six trainees, or 83%, claimed they were not First Nation, Non-status First Nation, Métis, or a visible minority, and one trainee refused to answer. Five trainees (83%) indicated that they were 25 years old or younger. One trainee fits into the 36 to 45 category. Therefore, this training project assisted at least two target groups: youth and an older, displaced worker. According to administrative data from W/S, there were five youth and one woman in the eight trainees initially contracted for this project. However, these records also indicate that there were nine trainees who actually participated in this training, and Strategic Initiatives W/S provided income support for all nine.

There were eight trainees originally enrolled in the program. Two management trainees quit because they were offered employment in the field, and only one was replaced. One of these participants was a woman who was not replaced. Seven trainees completed the training. Prior to the training project, two trainees (33%) were working full-time, three trainees (50%) were working part-time, and one trainee (17%) was taking education or training. After the training project, all six trainees reported that they were working full-time.

This training project tested the innovations of multimedia training, training in an exclusively work-based environment, bringing in new technologies as a class, and having trainees build actual in-house projects. By building their own projects, trainees increased the portability and accreditation of the training, revealing its potential for application in other sectors or communities in the province. According to the sponsor, employers will recognize the projects that trainees have done in the work place more than they will recognize a training course. This training was not previously available in Saskatchewan, but SIAST has instituted a multimedia program since this training project was delivered.

Project Design and Delivery

The sponsor was pleased with the training provided to the trainees. He believed that the training imparted necessary skills and prepared the trainees for employment or advanced training in the multimedia industry. The sponsor indicated that the training delivery will be further refined for the next training project.

The sponsor trained the participants so that his company could have a talent pool from which to draw qualified employees. He designed the training specifically for his company, but in consultation with a former SIAST instructor and a curriculum writer for Saskatchewan Education. Prior to the implementation of this training project, his company hired graphic arts students out of university (regardless of degree completion).

Trainees learned of the training project through referrals from Canada Employment (33%), word-of-mouth (67%), and from applying to (33%), or already working for (17%), the sponsor. Trainees were able to complete the training by working on the job for

eight hours a day. In addition, they were paid a training salary of $1,800 per month for their work. Additional services offered to trainees included tutoring (17%) and the guidance of a mentor (83%). The trainee who used the tutoring services thought they were very useful, as did 80% of the trainees who used the mentors/supervisors. All of the trainees said that they received the necessary support services during the training project.

The partners for this training program include HRDC, which gave money to certain trainees; SIAST which was involved in trying to set up a system of accreditation for this training project; and various software companies that helped them set up and get started.

The sponsor said he would have liked to have more partners but experienced difficulties in finding partnerships and implementing them. Through the partnerships he did have, he discovered other training programs that will assist him in developing next year's training project and in implementing some of the necessary changes in program delivery. The sponsor indicated that he will also use these partnerships as models with which to form future partnerships.

Finally, the sponsor indicated that the W/S project officer was very helpful, made regular visits and that working with her was a good experience. The W/S program met his expectations in terms of information received about the W/S program, the application and approval process, communication with W/S staff and support provided by the W/S staff; the W/S program exceeded his expectations in terms of timeliness, payment process and monitoring process.

Project Success

Of the six trainees surveyed, five (83%) indicated that the training project's primary benefits were to increase their knowledge and skills, while one trainee thought the primary benefit was access to employment. Five trainees (83%) believed that the training project increased the following benefits for them as individuals: work experience; background for further education; the potential for earning a higher wage in the future; and the opportunities for earning increased responsibilities or a promotion in their employment situation. Four trainees (67%) believed that the training was a significant benefit in increasing their level of employment in general. All six of the trainees believed that the training was beneficial in increasing their self-confidence, but were equally divided on whether this benefit was slight, moderate or significant.

Five trainees (83%) believed that the W/S training project would make a difference in their ability to obtain and maintain employment, while one trainee refused to answer. All of the five trainees who thought the training made such a difference thought that this resulted from it providing the necessary skills for the job.

The five trainees asked if the training provided experience to get a job with other organizations in the same industry confirmed that it did. Four out of the five trainees who answered (80%) thought the training provided experience that could help them get a job in other industries. Skills in new media and adaptive systems are in demand by many industries in several sectors.

Trainees thought that the hands-on work, which was primarily on computers, was the most effective strength of the training project. Three trainees expressed dissatisfaction with some aspect of the course content: one trainee thought that the sponsor could have given the trainees more work to do; one trainee wanted more advanced instruction or information; and one trainee wanted more substantial classroom training right at the beginning of the project.

The training project's main achievement, besides a 100% employment rate, was to develop a training curriculum for a new media and adaptive systems training program; this is the project's legacy.

Project Cost Effectiveness

The total budget for this program was $494,660, and SI contributed $170,320 of that sum. The sponsor contributed $271,444 in cash and $142,000 in-kind, totalling $413,444, and the partners contributed $52,765 cash and $9,045 in-kind, totalling $61,810. Overall, the training project cost $105,016 per participant. For SI, it cost $29,017.14 per participant.

The sponsor stated that he spent approximately one month developing the proposal at a cost of between $7,000 and $8,000. Because W/S informed the sponsor that he would lose all funding if training started after December 1, 1996, he started earlier than intended and carried the cost of the trainees for four months, which almost drove the company into bankruptcy. The sponsor will have to charge the trainees for tuition in order to run the training project in the future.

Five of the trainees (83%) thought that this training project was cost-effective for them personally, while one trainee was not sure. Trainees indicated it was cost effective because it was free and they were paid a wage while they trained.

The Automotive Service Technician Training Project

SIAST, Kelsey Institute

This case study is based on information provided by the project sponsor from SIAST, Kelsey Campus; an industry partner from Dodge City Auto; a partner from the Apprenticeship and Trade Certification Unit; and by the seven trainees surveyed of the eight who completed this training project.

The formal in-class training was eight weeks, with a longer on-the-job period that varied with the trainee's access to employment. This training project was designed to train people to be automotive service technicians. The objective of this project was to test the involvement of the automotive service industry in the delivery of theoretical and practical skills training, in conjunction with Kelsey Institute, leading to the Level One Apprenticeship credit.

The work schedule of this training project is outlined below:

Recruitment of apprentices	February 7, 1997
Course contracting with employers	February 21, 1997
Curriculum development	April 11, 1997
Work-site training completed	May 2, 1997
Kelsey Institute training completed	June 27, 1997
Final report on or before	August 26, 1997

An amendment was made to the project's work schedule, extending the training completion date to June 26, 1998.

Project Relevance

The Automotive Service Technician training project was designed to meet the needs of apprentices. Following completion, trainees will be able to apply for positions in the automotive industry and will be in a position to pursue more advanced levels of their apprenticeship. The sponsor from SIAST Kelsey Institute, determined the needs of the trainees. He had had several requests for alternate training that meets labour market needs. The present system was causing many complaints because trainees had to come in for eight weeks of training every year. Kelsey Institute was involved in the design of the training. Although the training project did not guarantee employment, trainees had to have one year of experience and be employed in the automotive industry. Many of the trainees were already working in automotive shops and all of them had to complete a work-based training component.

There were nine trainees initially enrolled in this training project, but one dropped out because his employer would not give him any release time from work in which to complete the course work. Eight trainees completed the training. Although targeted at apprentices in the automotive industry, this training project trained one First Nations person, one visible minority and six youth under 25. The objective of enhancing labour market opportunities for equity group members was thus reached in this project.

The sponsor thought that the opportunity to explore innovative training approaches is necessary and more of it should be done. Technology and the Internet were innovative characteristics of this project and were very useful for training by distance delivery. He also believed that more money should be made available to explore and develop this technological training. The distance delivery helped meet the needs of trainees by enabling them to stay in their jobs and communities while taking the training.

The training was believed to have a positive effect on the target markets because it provided trainees with the opportunity to work and train in their own communities to become level one apprentices. The trainees already had employment in the automotive industry, but their skills and abilities were advanced by this training project. The retention of trainees was high, with only one withdrawing from the project because his employer would not provide him with release time from work.

In addition to industry recognition, the training provides trainees with a SIAST credit and apprenticeship recognition. All of the completed trainees have full-time employment in the automotive industry. This training was specifically aimed at advancing the skill levels of employees in the automotive industry to their first apprenticeship level. The training has positively impacted this industry in Saskatchewan. The trainees have skills that are transferable within the automotive industry and within educational institutes.

Project Design and Delivery

This project tested two different kinds of layouts for student instruction: classroom training and on-site training; overall, on-site training was superior. It also tested the computer-based training that the trainees enjoyed. Although this technological approach has a lot of potential, it is expensive and time consuming. The business partner's (Dodge City Auto) advisory role was enhanced by being involved in interviewing short-listed candidates for the training project.

Trainees learned of the training project through New Careers Corporation (43%), their employers (43%), and advertisements (14%), and were recruited on the basis of possessing the necessary qualifications: trainees must be employed in the automotive industry. Trainees were able to live and work in their own communities. They were able to do work-based training. Additional services offered to trainees included career and personal counselling services (43% each) as well as tutoring services (43%). In addition, all of the trainees had journey supervisors (100%). All of the trainees received the necessary support services during this training project.

The partnership for this training program includes the following:

- The Apprenticeship and Trade Certification Unit
- Cars Knowledge Network
- Nicad Computer Imaging
- Journeypersons and employers in the automotive industry
- Community colleges

The benefits of the partnerships included the time given by journeypersons and employers in the automotive industry to this training initiative. Nicad Computer Imaging's in-kind contributions of approximately $27,500 were very helpful to the training project. Cars Knowledge Network provided certain parts of the curriculum. The Apprenticeship Trade and Certification Unit approved and supported the training project. Finally, various community colleges helped administer the exams to students in other locations, although some charged a fee for this service. The business partners were recruiting good, qualified employees and allowing them time and resources with which to train.

The sponsor expressed some concern over the different priorities of the stakeholders involved: the trainee wants to better himself and earn a higher wage, while the employer would like to keep wages down.

One partner indicated that it was somewhat challenging when other automotive dealerships backed out of their commitment to take on one apprentice, as they had all originally agreed to do, because of financial hardship. The partner emphasized that if a dealership gets involved and makes this commitment, they should fulfill it. This partner has a list of people for the Apprenticeship program, but he only requires so many trainees at one time. When this limit is reached, he cannot afford to participate anymore.

The sponsor indicated that, although W/S guidelines were quite wide, the independence was positive. The process met his expectations in every way except with respect to communication with the W/S staff timeliness, and the payment process. He expanded on timeliness and indicated that the project was not approved for eight months after he had applied, which was five months after the training was scheduled to begin. However, an amendment was made to the contract to extend the training project from June 27, 1997 to June 26, 1998.

Project Success

Of the seven trainees surveyed, six (86%) indicated that this project was more effective than other methods of training; only one thought it was less effective but was unsure why. Trainees thought that this project was more effective than others by providing good hands-on experience (83%), useful course content (33%), and income in conjunction with training. All of the trainees thought that the on-the-job training was very good (average mean rating of 4.0 on a five-point scale); four mentioned the classroom training (3.5 average mean rating); and three mentioned the distance education component (4.0 average mean rating).

The trainees believed that this training increased their knowledge and skills (71% thought this was a significant benefit and 29% a moderate one). Several trainees believed that the training project was a significant benefit in terms of work experience (86%), higher wages (86%), opportunity for increased responsibilities or a promotion (86%), employment (71%), increased potential for higher wage in the future (71%) and background for further education (43%). All of the trainees asserted that this training was effective in meeting their needs.

The sponsor and the partners were generally pleased with the training provided to the trainees. They believed that the training objectives were achieved and that the necessary skills were provided to prepare the trainees for their Level One Apprenticeship in the automotive industry. The outstanding achievements of this training project were the curriculum developed and the flexibility and responsiveness to trainee needs demonstrated in the on-site and distance training delivery methods, which allowed trainees to continue working for wages and living in their local communities. The partnerships are expected to be sustainable as long as there is an industry and labour force need for, and a commitment to, training on behalf of partners.

The quality of instruction for the on-the-job training, the flexibility of the training, and the equipment and training aids used in the delivery varied substantially depending on the automotive shop in which the trainee was working. For example, sometimes the

automotive work was not in the shop to repair; hence, trainees did not have the opportunity to learn those repairs. Because of the distance delivery, students miss out on discussions with other students and with the instructor, which may result in some learning deficiencies.

Both the instructor and the business partners are concerned about the amount of time that journeypersons can afford to devote to training apprentices on the job. Since journeypersons are paid a flat rate, they do not want to reduce their time by training the project participants and providing them with practice time. The sponsor and the partners feel that the journeypersons need to be provided with some incentives in order to make it worthwhile for them to train participants. This will enable trainees to learn not only how to repair a mechanical problem but also how to diagnose this problem in the first place, which is best taught by a hands-on method.

One partner believes the project could run more effectively if applicants knew whether they wanted to go into parts or service beforehand. He also believes that trainees would derive more meaning from the training if a representative from the technical institute checked up on them more, conducting more follow-up. However, the sponsor indicated that financial constraints restricted his ability to travel.

It is questionable whether or not the project will be sustainable without government funding. The legacy of this project lies in the new training approaches that better meet industry and apprentice needs, which the Kelsey Institute has been able to achieve.

Project Cost Effectiveness

The total budget for this project was $84,196 and SI contributed $37,500 of that sum. The sponsor contributed $43,000 in-kind and the partners contributed $3,696 in-kind. The overall cost per participant was $4,431.36, and the cost per participant for SI was $1,973.68.

The sponsor was relatively satisfied with the cost-effectiveness of this training project. The sponsor indicated that the costs for developing the training project to final approval was between $3,000 and $4,000. A W/S staff member had to drive to Saskatoon from Regina to help rewrite the proposal.

Trainees felt that the training was cost-effective for them personally because it was free; they could keep working while they trained; and they did not have to attend regular classes. One trainee mentioned that, in his case, the project provided him with employment, which reduced the time he spent on EI.

The Dual-Ticketed Instrumentation/Electrical Journey Person Training Project

SIAST, Palliser Institute

This case study is based on information provided by the project sponsor from SIAST, Palliser Institute; industry partners from SaskFerco and IPSCO; a partner from the Apprenticeship and Trade Certification Unit; and five surveyed trainees of the 15 who completed the training.

This training project was a combination of on-the-job and classroom training. This training project was designed to train instrumentation/electrical journeypersons. The objective of this project was to develop a specialized training program that avoided duplication of competencies currently offered and to deliver it in a flexible manner.

The work schedule for this training project was as follows:

Recruitment of apprentices	February 7, 1997
Course contracting with employers	February 21, 1997
Curriculum developed	April 11, 1997
Work-site training completed	May 2, 1997
Kelsey Institute training completed	June 27, 1997
Final report on or before	August 26, 1997

Project Relevance

The Dual-Ticketed Instrumentation/Electrical Journey Person training project was designed to meet the needs of trainees and employers. Following completion, trainees are in a position to pursue more advanced levels of training and command a higher wage at work. Trainees are able to progress in their current apprenticeship employment positions without having to leave or take time away from their jobs. The sponsor determined the need for training based on employer and apprentice frustrations and complaints about previous time-consuming methods of training delivery that involved substantial duplication. He had had several requests for training that better meets labour market needs. The previous system was causing many difficulties because apprentices had to leave their jobs for too long to receive training. Moreover, the instrumentation journeyperson was one four-year program, and the electrical journeyperson was another separate four-year program. There was much overlap and duplication amongst the core competency courses for both programs. While the training project did not guarantee employment, trainees had to be employed as instrument mechanics; as instrumentation/electrical apprentices or instrumentation technologists; or as electrical engineering technologists or heavy electronics experts. Finally, the trainees' employers had to be willing to let apprentices take training.

There were 10 participants originally contracted to undertake this training project. However, 15 Apprentices have completed the training project to date. According to W/S

administrative data, 10 apprentices completed the training project under SI funding arrangements.

The innovations in this training project were:

- to test ways of identifying and meeting skill development needs in an industry sector, which will increase industry partnerships in the application of competency-based training; and

- to acknowledge and credit core competencies between the two trades, which has resulted in a shorter time frame required for training.

The training was believed to have a positive effect on the target group by providing them with the opportunity to train and work close to their communities in their own jobs to become higher-level apprentices or journeypersons. The training project also recognized and credited the prior learning and experience of trainees. The retention of trainees in this project was 100%.

In addition to industry recognition, this training project provided SIAST dual certification and apprenticeship recognition. The dual certification training provides trainees with skills that are transferable across Canada (except Quebec) in a variety of occupations and sectors that involve instrumentation/electrical journeyperson skills, technology and construction being two examples of sectors to which this training applies.

Project Design and Delivery

The project tested two different kinds of layouts for student instruction: classroom and on-site training.

Trainees learned of the training project by working for an employer that provided this on-the-job training (40%); through SIAST or a regional college (40%); and through word-of-mouth (40%). Trainees were able to do both theoretical and work-based training. Additional services offered to trainees included tutoring services (20%) and mentors or journey supervisors (40%), all of which were rated very useful (5.0 on a five-point scale). Trainees said they received the necessary support services and no additional services were required.

The partnership for this training project included the following:

- The Apprenticeship and Trade Certification Unit
- Instrumentation/Electrical Journey Person employers

The Apprenticeship Unit facilitated the application process and presented the proposal to the W/S committee. In addition, it encouraged SIAST instructors who do Apprenticeship and Trade Certification Programs to bring applications, so that projects could be coordinated and a variety of methods and ideas could be tested. Employers were responsible for releasing apprentices to attend the in-school portion of the training and for

providing facilities, equipment, and other learning aids on the work site. Palliser Institute designed the curriculum; granted credit transfers; developed the procedure for cross-training in the two trades; promoted the initiative to employers; recruited participants; implemented and administered the delivery program; and monitored and evaluated the participants in the project. All of the formal and informal partners, including the Apprenticeship Unit, the employers, and the Trade Advisory Board, had input into Palliser Campus' design of the training project.

The sponsor and all of the partners believed that the project strengthened relationships and communication between the educational institute (SIAST, Palliser Institute) and industry. This has made the educational institute more in touch with industry and given it a new outlook. In addition, the myths and misconceptions about what SIAST was doing in terms of training delivery were clarified for industry partners. Sponsors and partners believed that the training project improved the employment situation for both employers and apprentices/trainees. It did this by shortening training time through the alignment of the core courses from two separate training projects, which created one program that offers dual certification. The training is presented in modules rather than blocks and occurs on-site as well as in the classroom. Finally, the training project recognizes the prior learning and experience of trainees.

The training project ran out of time and could have used another three weeks to wrap things up at the end. The amount of research required in the beginning to align the two programs was underestimated.

The sponsor indicated that the initial project officer was insufficient, but he complained and was appointed a new one. Information received on the W/S program and communication with W/S staff did not meet the sponsor's expectations with the first Project Officer. But with the second Project Officer, expectations were exceeded in these areas as they were in terms of timeliness and the payment and monitoring processes. The application and approval process and the support provided by the W/S staff met the sponsor's expectations.

Project Success

The five trainees surveyed indicated that the training project met their needs and was more effective than alternative methods because of the flexibility and the on-the-job training. Two trainees identified the on-the-job training component and gave it a mean rating of 4.5 on a five-point scale. Five trainees identified the classroom training and gave it a mean rating of 3.6 on a five-point scale.

The benefits considered significant by two or more trainees included increased knowledge and skills (60%); background for further education (60%); increased potential for a higher wage in the future (60%); opportunity for increased responsibilities and a promotion (60%); employment (40%); higher wages (40%); increased self-confidence (40%); and work experience (40%). All trainees believed the training would make a difference in their ability to get a job by providing the necessary skills for the job.

The sponsor and the partners were generally pleased with the training provided to the trainees, particularly with the quality of instruction, both on-campus and on the job; the flexibility of the training; and the shortened time for training accreditation. Industry partners were also pleased with the increased communication between them and the educational institute and requested that this be increased even more in the future. Industry partners would like to receive updates on the progress of the training project and the results of participant outcomes. The partnerships will be sustainable as long as there is an industry need for training in these areas and all partners continue to receive benefits from the training project.

The outstanding achievements and good practices of this project involve the responsiveness to employer and apprentice needs in shortening training time, delivering more on-site training at the work place and recognizing prior learning and experience. The legacy of this project is in the curriculum developed for the dual-ticketed journey-person program.

Project Cost Effectiveness

The total budget for this project was $123,816.14, and SI contributed $71,816.14 of that sum. The sponsor contributed $36,000 in-kind; the partners contributed $12,000 cash and $4,000 in-kind, totalling $16,000. The overall cost per participant was $8,254.40, while the cost per participant to Strategic Initiatives W/S was $4,787.74.

The sponsor indicated that the cost for developing the training project proposal to final approval was approximately $6,000.

Trainees felt that the training was cost effective for them personally because it was free and they could keep on working for wages while they trained.

The Kitchen Helper/Housekeeping Room Attendant Training Project

Gary Tinker Federation and Northlands College

This case study is based on information provided by the course instructor; the project sponsor from Northlands College; the second project sponsor from the Gary Tinker Federation (GTF); a partner representative for Vocational Rehabilitation of Disabled Persons Program (VRDP); and by six of the nine trainees who participated in the project.

The Kitchen Helper/Housekeeping Room Attendant Training Project was sponsored by Northlands College and GTF, with Northlands College responsible for the financial administration of this project. This 26-week training project was designed to train northern people with learning disabilities for the hospitality industry. The objectives of the project, as identified in the proposal, were as follows:

- To develop and deliver an alternative learning approach to hospitality training for kitchen helper and housekeeping room attendant.

- To develop and test a training model to meet the needs of the disabled trainees.
- To test a new northern partnership between the GTF, Northlands College and the northern hospitality industry.
- To certify 10 trainees either as kitchen helpers or housekeeping room attendants according to STEC standards.
- To provide career path development for the trainees.

The Kitchen Helper/Housekeeping Room Attendant Training Project consisted of in-class and work-based training. The training outline is detailed below:

In-class Training I	December 20, 1996
In-class Training II	February 24, 1997
Work-based Training	March 21, 1997
In-class Training III	April 18, 1997
Work-based Training II	May 16, 1997
In-class Training IV	May 23, 1997
Monitoring and Program Wrap-up	June 10, 1997

The Kitchen Helper/Housekeeping Room Attendant Training Project was aimed at people with learning disabilities. Following completion, trainees would be able to apply for the positions of kitchen helper or housekeeping room attendant within the hospitality and tourism industries.

Project Relevance

The need for kitchen helper and housekeeping training was identified by a shortage of workers with the required, specific skills in the hospitality and tourism industries in the north. Hospitality employers also needed to reduce the high turnover rate in this industry. The training was intended to link training with employment, since there was general unemployment in the north and employment was available at the end of the training. The sponsors believed that this was an important objective. They tested innovations in delivery methods, curriculum, partnerships and work-based training that linked trainees to employment. The instructor stated that, if he were to teach this training in the future, he would stress the importance of employment as the main objective of the project. Although he found jobs for the four trainees who did not complete the training, none were interested.

Trainees were provided with two certificates for participation and completion at the end of the course; those who completed training also received STEC certification in Housekeeping/Food Services. The hospitality and tourism industries recognize the training. Additionally, sponsors and the instructor actively encouraged their partners in the hospitality industry to become more involved in the identification of training requirements, delivery and cost sharing. In this way, the business partners' advisory roles were enhanced and the training was directly linked to industry needs.

The project was unique in providing alternative training methods and practical, job-related skills that have never been offered before to people with learning disabilities. All trainees involved were learning disabled and had difficulty in completing regular training programs. They were also skill-deficient in the hospitality industry. Trainees learned of the project through word-of-mouth and were recruited on the basis of necessary qualifications: a learning disability and an ability to do the physical work. A doctor examined all of the trainees and diagnosed them according to specific criteria. Trainees were able to live in residence while they took training in Buffalo Narrows. A benefit of the project was that, as trainees became aware they are capable of going back to school, their self-esteem increased, which enhanced their employability in general. However, actual training was mainly applicable to the hospitality and tourism sectors.

Project innovation centered around the testing of new northern community partnerships and the delivery of training through an alternative learning approach. The project was the first of its kind in Northern Saskatchewan that was geared specifically to addressing the needs of both people with learning disabilities and employers in need of dependable workers in the hospitality and food service industry.

Project Design and Delivery

Trainees' needs and course delivery methods were determined with the assistance of a medical doctor and a consultant who is an expert on learning disabilities. The instructor received all of the core curriculum material from STEC. However, he revised it according to the individual needs of the trainees, determined by the doctor, consultant and the trainees themselves. Nine different learning centres were created and each was adapted to the particular student's needs. Students worked on site and visited industry employers, who used special training and tools to aid trainees.

Examples of how the instructor adapted teaching methods to suit the trainees include ensuring that a hearing-impaired trainee could always see his mouth to read his lips; teaching lessons through pictures rather than in written text; and learning Dene so he could communicate with his First Nations trainees in their own language. Students were not in a classroom setting for more than three weeks at a time, which accommodated their learning styles appropriately. Employers received support and assistance from the instructor and sponsor in training the students. They were provided with strategies and ideas on how to train people with learning disabilities.

In total, nine trainees were initially enrolled in the program but four did not complete it. Upon completion, one trainee found employment in the hospitality industry and four others found employment in other industries. One trainee is pursuing further training, one is not seeking work, and the status of two are unknown. The instructor found jobs for the four trainees who failed to complete the training, but they were unwilling to accept employment. The instructor and a sponsor indicated that those trainees who failed to complete the training, or who refused to take employment afterward, did so because of a lack of both self-confidence and the life skills conducive to maintaining employment. Most of the trainees were SARs, and their lives were ingrained in the cycle of dependency. They had no other reason for quitting and did not tell the instructor why they

were doing so; instead, they just stopped showing up. One partner suggested that, in the future, more pre-session time be devoted to identifying and selecting appropriate trainees.

Of the six trainees surveyed, three believed the training they received through the project was more effective relative to other methods of training, and the other three believed it was the same. Of those who felt it was more effective, all identified the hands-on experience as the reason. Trainees were able to live in residence while they took the training in Buffalo Narrows. Additional support services offered to trainees included tutoring and drug and alcohol counselling. Five trainees indicated they received the support services that they needed during their training.

Project Success

All six trainees surveyed indicated the overall training was effective in meeting their needs. More than two thirds (67%) of trainees felt that increased knowledge and skills were the primary benefits they received from the training project. Benefits rated as moderate or significant included work experience (50% moderate/50% significant), employment (67%/33%), increased potential for a higher wage in the future (67%/33%), increased self-confidence (50%/33%), background for further education (83%/0%), higher wages (67%/33%), and opportunity for increased responsibilities or a promotion (33%/33%). All trainees believed the project will make a difference in their ability to get or maintain a job, as all felt it provided the skills necessary for a job. In addition, 67% thought the training provided experience to get a job with other organizations in the same industry and 83% thought the training would help them get a job in other industries.

The sponsors and one partner were very pleased with the training provided to the trainees. They believed that the training imparted the necessary skills and prepared the trainees for employment in the hospitality industry. The completion numbers and number of trainees employed in the hospitality industry were lower than what was contracted. However, a training model for people with disabilities was developed, people are working who did not work before, and people are continuing training or education. In addition, non-traditional work for males resulted, and skill set development provided qualifications that trainees can use in the future.

The partners in the project were:

- VRDP
- Gary Tinker Federation
- PSEST La Ronge
- Northlands Regional College
- Northern hospitality businesses

VRDP provided cash contributions; GTF developed clients; PSEST La Ronge provided transportation and an office; Northlands Regional College hired an instructor, provided facilities for training and accommodation, and delivered the training program; and six northern hospitality businesses provided work placements for the trainees.

The benefits from these partnerships included an increased awareness at Northlands College of learning disabilities as an issue in post-secondary education. In the hospitality industry, an interest and awareness was developed in employing people with learning disabilities. The community's awareness of learning disabilities also increased. Among professionals, it increased the awareness of the potential positions that people with learning disabilities can fill. In addition, closer links were established between Northlands College, GTF and STEC.

One sponsor indicated that the employers were often very busy and that time constraints interfered with communication between the employers and the sponsors. As a result, employers occasionally misunderstood their relationships with the trainees. The instructor handled these challenges by doing frequent follow-ups with the trainees and by working hard to develop a sense of appreciation and trust between the training program and the employer, which the sponsor believes to be essential in partnerships. Another challenge identified by the Project Officer and one project sponsor was that some work experience placements were too far away from trainees, and therefore, not all practicums were successful. In addition, participants from isolated areas found it a difficult transition when they moved to the location of the training.

Another sponsor indicated that the greatest challenge they confronted was with the public school system which, while not a partner, could have assisted the trainees. The sponsor asserted that the public school system's refusal to release information is a disservice to students with learning disabilities, who already know that they are different. It is better, and of more service to students, to explain the learning disability(ies) to them and offer them strategies to cope. All of the trainees had to be diagnosed by a doctor even though the public schools had previously done these diagnoses; again, the public schools were unwilling to share that information. And yet, by sharing, they could benefit the people making the transition into post-secondary training, especially if they did not do well in public school. According to the sponsor and partners, the partnerships are expected to be sustainable. Northlands is developing strategies for specific disabilities and is linking their clients with employment opportunities.

Project Cost Effectiveness

The sponsor organizations were relatively satisfied with the cost effectiveness of this training project. However, one sponsor stated that the costs of developing and then defending the proposal, while it was in the process of being approved, was about $25,000.00. Another sponsor estimated that it cost him approximately $1,500.00 in time and travel costs. One partner indicated that the training project was a worthy, cost-effective investment because it found employment for people who have learning disabilities, who face training and employment barriers.

The trainees did not incur any out-of-pocket expenses. Trainees were not required to study outside of their regular training time.

In total, the training project cost $148,311.52, and SI contribution was $91,919.04. The project sponsor contributed $4,000 in-kind and the partners contributed $47,392.48 in

cash and $5,000 in-kind. The cost per participant overall was $16,479.06, and the cost per participant for SI was $10,213.23.

The sponsors and the trainees were quite satisfied with the value and results of the training. The program also resulted in a reduction of people receiving social assistance and therefore provided value to the government.

GED 12/Transport Operator Training Project

Saskatoon Centre of Reading Excellence (SCORE)

This case study is based on information provided by a representative of the project sponsor, Saskatoon Centre of Reading Excellence (SCORE); a partner representative from the Transportation Careers Development Centre (TCDC); and by the eight surveyed trainees who participated in this project.

The General Educational Development (GED) 12/Transport Operator Training Project was a 32-week project sponsored by the SCORE. It was designed to deliver GED 12, Class 1A operator's license and the Transport Operator Certificate to trainees with learning disabilities who were on Social Assistance. The training combined classroom delivery and culminated with a six-week on-the-job component. The objectives of the project, as outlined in the proposal, were as follows:

- Eight of nine participants will complete their GED 12.
- Six of nine participants will be employed as transport operators.

The training schedule for this project is outlined below:

Recruitment of participants	February 28, 1997
Curriculum Development	February 28, 1997
GED/Employment Skills Training	July 18, 1997
Transport Operator Training	October 10, 1997
Employment Placement Follow-up	October 31, 1997
Final Report on or before	December 31, 1997

The project took place from February 3, 1997 to October 31, 1997 in Saskatoon.

Project Relevance

The GED 12/Transport Operator Training Project was designed to meet the needs of the trainees. The need for transport operator training was identified due to the shortage of qualified employees in the trucking industry and the skill deficiency of the target group. People with learning disabilities needed to acquire the necessary skills to become successful employees in the trucking industry. These candidates have traditionally experienced difficulties in "regular" training or academic programs. The main project innovation was in combining a GED 12 program with a Professional Transport Operator certificate with a Class 1A license and offering it to a group of individuals with learning disabilities. The transport industry recognizes the Class 1A license and the Professional

Transport Operator certificate as basic qualifications for employment in the trucking industry. Training is highly portable since the Class 1A license is recognized throughout North America and GED 12 is also recognized in all industries as a basic qualification for most jobs.

Although both the SCORE GED 12 and TCDC Operator Training were previously available, the project represented the first time the link was formalized between the two partners. Truck driver training is also offered through SIAST, but this training project was adjusted to meet the needs of the target group. The sponsor indicated that the self-confidence, advocacy techniques, coping strategies and the change management skills learned by trainees can be applied in many employment and social situations.

Of the original nine students, the actual number of trainees who completed the program, or portions thereof, were as follows: eight completed the GED program, six received their Class 1A license and five completed the entire program. Three trainees are now employed in the transport or related industry, two are working in other industries, and three are seeking work.

Project Design and Delivery

The GED 12 and Transport Operator training project was designed to meet the special needs of the learning disabled. SCORE and TCDC worked together to design the program and incorporated trainees' suggestions from past projects. This is the first time a program for GED 12 and a Professional Transport Operator with Class 1A license have been combined and offered to a large group of learning disabled individuals. The project consisted of academic skills delivered by SCORE to complete GED 12, as well as the classroom components of the operator training. Hands-on training to acquire the Saskatchewan Government Insurance (SGI) Class 1A license and Transport Operator Certificate was delivered at TCDC.

The academic portion included social, behavioural and cognitive strategies for employment readiness. All aspects of training were individualized for each trainee and the training delivery incorporated methods such as small class sizes, flexible time allowances for completing exams or training, readers and scribes, and emphasis on the hands-on training. Trainees learned of the project through advertising (50%), referral from NCC (38%), word-of-mouth (25%) and through SIAST or a Regional College (13%).

Extra support services included counselling and follow-up by the Community Liaison Officer, who provided support for evaluating lifestyle choices and implementing the long-term changes necessary for success in the world of work. Support services used by the trainees surveyed included career and personal counselling (75% each), tutoring and mentoring (63% each), and transportation services (38%). All trainees felt they received the support services they needed during the training.

Partners for the training project included NCC, which provided referrals, and the sponsor listed the following professionals and service agencies as helpful in the success of the project:

- Saskatchewan Education, Saskatchewan Government Insurance
- Learning Disabilities Association of Saskatchewan
- Kelsey Campus (SIAST)
- Indian and Métis Friendship Centre, Saskatoon Tribal Council (STC), and Urban First Nations Inc.
- Community Mental Health, Community Clinic, Saskatoon Family Services Bureau
- Saskatoon City Police, Royal Canadian Mounted Police (RCMP), Legal Aid, Probation Services
- John Howard Society, Salvation Army, Saskatoon Family Support Centre, Food Bank
- Village Green Furniture, Y Opportunity Shop
- Citizenship and Immigration Canada
- Landlords, Rentalman, previous employers, housing authorities and various community professionals including medical doctors, lawyers, dentists, psychiatrists and pharmacists.

Project Success

The highly complex and unique needs of students with learning disabilities were met with a flexible, long-term program. According to the sponsor, the target group traditionally has difficulty in completing regular training programs and their needs cannot be met by a rigid, short-term program. Ongoing support and counselling were provided and the method of instruction and content helped with individual employability skills. The integrated curriculum approach increased students' motivation and heightened retention. The low student-to-teacher ratio of three-to-one in all phases of the training was extremely important for successful program completion.

Trainees learned new skills which enabled them to become part of the regular work force. A discovery of the project was that program flexibility is essential to accommodate trainees' learning profiles, illnesses or other extenuating circumstances. Initially, a partnership challenge occurred when TCDC was unprepared to handle the challenges of dealing with a large group of students with learning disabilities; however, TCDC learned how to instruct them with the assistance of SCORE instructors.

SCORE and TCDC would like the partnership link to continue. Although the formalized partnership has dissolved, a good working relationship remains and discussion of future joint programs continues. SCORE has developed links with several companies in the transport industry who have expressed interest in joint training programs.

All trainees felt the project will make a difference in their ability to get or maintain a job because it provided the necessary skills (88%) or a job (13%). Significant benefits of the project identified by trainees included increased knowledge and skills (88%), work experience, background for further education, employment and increased potential for a higher wage in the future (50% each). In addition, 88% of trainees thought the training

provided experience for jobs with several organizations; 75% planned on taking additional education towards a certificate, diploma or degree; and 88% felt the training was effective in meeting their needs.

The project demonstrated that individuals with learning disabilities can realize their potential and become satisfied, productive members of society if given appropriate training opportunities. A holistic educational approach can change their role from being dependent on, to actively contributing to, society. Long-term programming allows individuals to make a successful transition to securing and maintaining employment and adopting changes in skills, attitudes, lifestyles and relationships.

Project Cost Effectiveness

The total project cost was $229,228.57, and SI's contribution represented $165,571.47 of the total. Partner contributions were $2,394.37 in cash and $24,332 in in-kind contributions. The project sponsor contributed $37,325.10 in-kind. The cost per participant overall was $25,469.84 and the per participant cost for SI was $18,353.00.

The sponsor noted that due to unforeseen circumstances, the project required a time extension to ensure each student had the opportunity to participate in the on-the-job training portion of the program. This entailed some inevitable cost increases that were mostly covered by in-kind contributions. Most trainees (88%) felt the training was cost-effective because of the quality of training and delivery (75%), which did not cost them anything (25%). One trainee was unsure.

According to the sponsor, individuals with profound learning disabilities are often in situations with extremely limited financial resources and are entirely dependent on funding from outside agencies to provide training programs. Although the training partners, the cooperating agencies and the transport industry are strongly committed to providing appropriate training opportunities to individuals with learning disabilities, the prohibitive costs of this type of intensive, individualized training dictate that additional funding be secured for continuity of such projects.

Gravelbourg-Wood River Employment Training Project

Gravelbourg-Wood River School Division

This case study is based on information provided by the project sponsor of the Gravelbourg School Division (now called Golden Plains); a partner representative from Cypress Hills Regional College; a partner representative from DeCap Trailer Manufacturing; and by 38 surveyed trainees of the 142 who participated in this project. No final financial report has been completed for this project.

The Gravelbourg-Wood River Employment Training Project was intended to provide welding training to students for high school and SIAST credit. A course in tourism was also offered to those students who expressed an interest. The main objective of the school

division was to access funding to finance the provision of Industrial Arts (I/A) training for students, as there was no prior I/A program in the division.

Relevance

According to the project sponsor, the need for training was identified within the educational system by parents, students and teachers. The need for training was also identified through a survey of businesses in the Gravelbourg-Wood River school divisions. A strong need for welders was identified, reflecting a general trend in the province. The training was designed to meet the needs of high school students, to enable them to apply for welding positions in the local community and throughout the province, or to continue advanced training. No high school curriculum existed that provided training that could be accredited at SIAST.

A tourism program was also offered, as several students indicated an interest in the industry. The welding portion of the Gravelbourg-Wood River Employment training project was a six-week program. High school students attended the welding training once a week from 12:30 p.m. to 6:30 p.m. The objectives, as outlined in the proposal, were

- to develop and deliver local/rural dual high school and SIAST credit, bilingual skill training programs to high school and adult learners in response to local labour market and industry needs;

- to develop a "Learning Centre" model for delivering specific skills training which can be adopted for use throughout the province;

- to test new community partnerships and the Learning Centre method of delivering skills development; and

- to have adult MIG welding trainees move directly from training into employment with local manufacturers.

Students who completed the welding program received a high school credit and SIAST accreditation for the metal-arc inert gas (MIG) welding (Welding 134 and 135 of Level 1 Apprentice Welding). This is approximately one third of Level 1 training. For tourism training, trainees received STEC certification, Saskatchewan Best, Food Safety and Workplace Hazardous Materials Information System (WHMIS) Certificates. Also, trainees will have partial credit at SIAST Kelsey in Saskatoon. According to the sponsor, the target group for the school division was grade 11 and 12 students, while the regional college targeted Employment Insurance Recipients and Social Assistance Recipients.

The sponsor felt the training was necessary as it provided trainees with the opportunity to access I/A programs, be treated like adults, and experience effective delivery due to the six-hour class lengths which provided a maximum amount of time for hands-on training.

Project Design and Delivery

The Gravelbourg–Wood River Employment Training Project consisted of classroom and on-the-job training. The training schedule is detailed below:

- November-December 1996 — Establish a Learning Centre, hire a coordinator, develop curriculum, begin delivering MIG Welding training to 12 adult learners.

- January 1997 — Receive accreditation from Saskatchewan Education for senior matriculation and from SIAST Palliser for post-secondary standing and apprenticeship credits.

- February-June 1997 — Deliver training to 72 high school Work Experience students in six-week modules of 12 students each.

An amendment was made September 30, 1997 to extend the project end date from June 30, 1997 to January 31, 1998.

Students for the welding portion were bused to a central location, a farmer's quonset. The Tourism-Hospitality-Entrepreneurship students were taught in the schools. Participants' mean satisfaction rating for the transportation services was high at 4.4 on the five-point satisfaction scale. All trainees had access to and used other support services such as transportation services (68%), career (29%) and personal counselling (13%), tutoring (18%), and mentors/journey supervisors (58%). All participants interviewed indicated they received all of the support services needed during the training and that the overall training was effective in meeting their needs. The welding curriculum was designed by a curriculum writer with input from SIAST, a former school division teacher and Cypress Hills Regional College. The curriculum is designed for provincial use under Saskatchewan Education for the Welding 10, 20 and 30 core courses.

The majority of trainees (61%) felt that increased knowledge and skills were the primary benefits they received from the project, while access to employment (18%) and work experience (11%) were also mentioned by trainees as primary benefits. Background for further education and work experience were each identified by 61% of trainees as significant benefits of the project.

The partners were also instrumental in program delivery: the instructor was from SIAST; the school divisions supplied the students and busing; and resources from the school divisions and Cypress Hills were pooled to create the Learning Centre. In addition, local businesses were surveyed prior to the project to determine their needs in order to create an applicable training program. Twenty-two local businesses also supplied work placements and several agreed to provide future employment to trainees. The sharing of facilities and resources made the Learning Centre possible. Partnerships were necessary for the project to proceed, and all are expected to be sustainable.

Project Success

Of the 142 participants, 136 completed the training: 11 of 12 adult learners and 125 of 130 high school students. These figures include the additional trainees who participated in a second run of the program, which used leftover SI funding, post-secondary funding, and Department of Education (curriculum writing) funding. According to the project sponsor, the project helped "marginal" students become more motivated and develop more positive attitudes toward school. Participants in the training project increased their grades in all subjects, and many went on to post-secondary education who may not have done so without the training project.

Most trainees (90%) believed that the training was more effective relative to other methods of training and 77% attributed training effectiveness to the hands-on experience, while 50% cited a "good instructor." Trainees also identified useful course content (15%), resulting employment (15%), one-to-one instruction (12%) and use of technology (12%) as components which made the program effective. Trainees enjoyed both on-the-job training components equally, as the mean satisfaction ratings on the one-to-five scale was 4.4 for each.

In addition, most trainees (87%) indicated they would not have taken the training had the W/S project not been available. All trainees interviewed felt that the W/S training project will make a difference in their ability to get or maintain a job because it provided the necessary skills.

Local training based on local industry needs helped make the program beneficial for employers and trainees. Communication with local industry was an important part of identifying both training needs and jobs for which participants could be trained. Local employers got better qualified applicants and employees, and one local area employer made the STEC Certificate a prerequisite for employment at his hotel-restaurant because it makes for better-trained employees.

One partner felt the intake process with SARs was too quick and that more detailed screening would have been appropriate. This partner felt that some of these participants did not really want to be in the program, which is related to the substantial employment barriers faced by people caught in a cycle of dependency. Another industry partner would have liked to have been more involved in curriculum development in order to add the special skills that particular business required. Overall, the sponsor and partners felt that the improved communication between industry and the school divisions resulted in a training program that met local industry needs.

The project resulted in a new I/A course created for Saskatchewan Education. The training addressed the needs of businesses in the community and showed there can be a direct link between education and employment. The program was run a second and third time in the school division, and there is considerable demand on the part of students, teachers, parents, the sponsor and partners for it to continue on an ongoing, permanent basis.

Project Cost Effectiveness

The cost per participant for SI for this project was $1,903.51. The sponsor indicated that the total cost per participant to continue the program would be approximately $1,300. The cost is less due to the fact that the curriculum has already been developed and written, which constituted a major expense when the project first ran. As well, a Learning Centre is already in place which also reduces costs. All trainees interviewed felt the project was cost-effective for them, mainly because they did not have to pay any fees.

Comprehensive Education and Employment Training Development Program

Rainbow Youth Centre

This case study consists of information provided by the project sponsor from the Rainbow Youth Centre; a partner representative from the SIAST Woodlands Cooking Program; a partner instructor from the Touchwood, File Hills, Qu'Appelle (TFHQ) Learning Centre; a partner representative from the Paul Dojack Youth Centre; and eight trainees surveyed who participated in the project.

The Comprehensive Education and Employment Training Development Program was a 32-week project sponsored by Regina's Rainbow Youth Centre. The program was designed to assist youth facing employment barriers to acquire education, life skills and cooking skills to increase their employability and workforce participation. The objective of the project, as stated in the proposal, was:

To test the application of individualized training, which takes the trainees from their starting point to SIAST certification, including GED upgrading where necessary, without interruptions in their training. Eleven employers have committed to employment following the work-based training and trainees will receive employment income beginning at the mid-point of the work-based training.

The project ran from October 15, 1997 to December 3, 1997 in Regina. The work schedule was as follows:

Stage I Weeks 1-8 — Hire project coordinator; develop program and recruitment including the development of training curriculum, program advertising, and orientation session. Assess and screen interested youth; select 16.

Stage II 12 Weeks — Life skills program at the Centre.

Stage III Host businesses will identify (in Phase I) who they wish to have trained in the Train the Trainer program at STEC intended to teach them skills that will assist them in acting as advisors to the youth in this program.

Stage IV Job Shadowing/Observation will continue throughout Phase II and the

academic component.

Stage V One week of Peer Support Training and Group Practice to develop interpersonal skills and helping skills intended to resolve a variety of youth problems.

Stage VI A one week certified course in CPR and Basic First Aid; Safe Food Handling; Workplace Hazardous Information Systems.

Stage VII Those requiring GED will receive pre- and post-testing or upgrading, using the Pathfinders Learning Centre. Participants will attend class from 2:30 p.m. to 8:30 p.m. for up to 12 weeks. Training provided by TFHQ.

Stage VIII SIAST 12-week Short Order Cook Diploma Program including two weeks in classroom on site at the Centre and 10 weeks with four days at work-site and one day in classroom. Youth must pass standardized tests as scheduled by SIAST. Employers will pay salary at mid-point of work-based training.

Stage IX Eleven employers (a twelfth is being sought) have agreed to employ trainees, full-time, without displacing current employees. RYC will gather statistical information and other relevant data for written report. Follow-up with trainees to continue until March 31, 1999.

Project Relevance

The Comprehensive Training Program was targeted to displaced youth between the ages of 17 and 25 who were in receipt of either Social Assistance or EI. The focus of the program was to meet the needs of Rainbow Youth's clientele, many of whom face multiple employment barriers, including personal issues such as substance abuse, traumatic family backgrounds and low self-esteem. In order to address these issues, a core element of the project was life-skills training. Through education and self-assessment, the life skills portion provided trainees with tools to make personal changes, which in turn built their self-esteem and self-worth. The sponsor stressed that life skills are essential in trying to address both academic and employment goals. Goals are unachievable if personal problems, past or present, are not explored and addressed. All program participants were given the opportunity to approach their problem areas either through the group process or individually through counselling. To date, no other program has offered long-term training of a holistic nature which includes extensive life-skills training.

The food industry traditionally has high turnover, and HRDC predicts that above-average job growth in the food industry will occur by 2005. The SIAST Short Order Diploma Cooking Program can help low- to semi-skilled workers gain interest in employment and commitment to enhancing their skills. The cooking program is recognized by industry and acts as a pre-requisite for the SIAST Commercial Cooking Program. Graduates of the Short Order Diploma also became members of the Regina Chef's Association. The GED 12 provided trainees with the basic academic skills required by most jobs in every industry.

Project Design and Delivery

The Comprehensive Education and Employment Training Program consisted of four components:

- Life skills (14 weeks)
- GED 12 Education (12 weeks)
- Certificate Programming (2 weeks)
- Diploma Cooking (12 weeks)

The life skills component, delivered by Rainbow Youth, consisted of individual and group sessions to explore and heal personal issues. The last few weeks of life skills focused on employment and career subjects, such as work etiquette, language of the workplace, sexual harassment, racism, problem solving and job interviews, which were explored through lectures, individual and group exercises, and role playing. Support services used by trainees included career (63%) and personal counselling services (75%), tutoring (50%) and transportation services (88%). All support services were given very high ratings by trainees on the five-point satisfaction scale, with the lowest score at 4.5 (career and personal counselling), and the highest at 4.9 (transportation services). Additional support services mentioned were "AA programs and one-on-one conversations with each other" and "volunteer work and a peer help support group." Three quarters of trainees indicated they received the support services they needed during their training, while one trainee would have liked more personal counselling and another indicated he did not receive the funding he required through EI.

The GED 12 education was delivered by a project partner, THFQ, using an individualized, computer-managed GED program that is relatively new to the province. Participants were provided with exposure to computers and the TFHQ partner emphasized that the program allowed people with different levels and abilities to experience success. Certificate programming was offered individually for the youth who integrated into the SIAST portion of the project. The programming and partners who delivered the certification training were as follows:

- Safe Food Handling Course (Regina Health Department)
- First Aid and CPR (St. John Ambulance)
- Peer Helpers and Anger Management (Rainbow Youth)
- Work Hazard Certificate Program (SIAST)

Additional partners included NCC (referrals) and the Core Ritchie Centre — City of Regina (recreational programming).

The SIAST Short Order Diploma Cooking Program consisted of two weeks of classroom instruction at Rainbow Youth followed by one day in the classroom and four days at the work site. The Paul Dojack Youth Centre provided an instructor to assist, while SIAST provided the cooking program and an instructor. Job Shadowing/Work Placements involved 10 employers and 11 students.

Project Success

The sponsor and all the partners indicated that the Job Shadowing/Work Placements were highly beneficial for trainees in increasing trainee awareness of the food services industry, the work environment and working with supervisors and co-workers. According to Tom VanVus of the Paul Dojack Centre, work placements were important not only for future employment at that business, but also for trainees to gain confidence in a real business. Many trainees experienced an increase in their self-confidence because of work placements, and the project provided six trainees with their first job.

Although the sponsor agreed with the value in work placements, she also identified several challenges. Some employers had challenging attitudes that included: primary interests in free labour; high expectations of students; and critical, judgmental or uncommitted, unavailable dispositions toward trainees. The sponsor felt that some of these challenges would have been avoided if all employers had attended the Train-the-Trainer workshop delivered by Saskatchewan Tourism (only half attended). Rainbow Youth was able to resolve most issues through ongoing work visits and mediation. However, the sponsor felt that employer screening should have been more rigorous to ensure proper support was provided to trainees and that motivations for employer participation were sincere. Despite these challenges, the sponsor felt that, overall, the work placements were an essential and successful component of the project.

According to the sponsor, the project represents an improvement over short-term skill and work programs, as short-term programs are not beneficial for meeting target group needs and often set trainees up for failure. The target group requires long-term support and training to help overcome deeply rooted barriers and to effect life change. However, careful selection of trainees for this project ensured that participants were truly interested in the industry and wanted employment. The rates of program completions were as follows:

- Eleven program participants completed the Safe Food Handling Course, First Aid/CPR, Peer Helpers, and Anger Management Certificates.
- Eight completed the Work Hazard Certificate Program offered by SIAST.
- Eleven completed the life skills programming, and six of nine eligible students achieved their GED 12 equivalency through the program.
- Eight of twelve students enrolled in the SIAST Woodlands short order cooking program graduated.

All trainees surveyed felt the training project will make a difference in their ability to get or maintain a job, because it provided the necessary skills (63%), or a job would not have been there without the project (25%). According to the sponsor, the program provided participants with skills and capabilities to perform entry-level jobs, although there is potential for long-term benefits if trainees are committed to life-long learning. One

partner indicated that the project opened up participants' eyes to the possibilities of moving up to become restaurant owners and managers.

Trainees rated the on-the-job training they received at 4.0 on the five-point scale, while the classroom training received a mean rating of 4.6. Three quarters of trainees felt the training they received under the project was more effective than other methods of training because of the hands-on experience (67%), one-on-one instruction (50%), useful course content (33%), good instructor (33%) and that it resulted in employment (17%). Many (63%) cited increased knowledge and skills as the primary benefits they received from the training project, and 88% felt these were a significant benefit.

Other significant benefits of the project identified by most trainees were background for further education (100%), increased self-confidence (75%) work experience (75%) and opportunity for increased responsibilities or a promotion (63%). Most trainees (88%) felt the training was effective, overall, in meeting their needs. Interestingly, 75% of trainees planned to take additional education towards a certificate, diploma or degree. Six youth are employed in training-related jobs, two are taking further training, while the status of the other 13 is unknown. The sponsor indicated that, ideally, a longer-term program should be offered in phases where individuals struggling with personal issues and educational programming could get the additional support they needed without time restraints. Individuals that did not meet the required deadlines within this program gave up easily, feeling that they had not met program criteria, which in turn hindered their self-esteem and self-worth as they perceived themselves as failures. However, the project emphasized programming flexibility and an ability to adjust to each trainee's skill level to make training "reality-based" and allow all participants to experience success.

Within this particular group of young adults personal problems surfaced continually. Problems experienced by participants included addiction problems; family violence (witnessing abuse or being abused); being abusive toward others; involvement in abusive relationships (shelters were used throughout the program); sexual abuse; young offender criminal offenses and charges through adult courts; involvement in prostitution; and abandonment/loss and grieving issues around parental neglect often due to addictions or parent divorce and death. The sponsor emphasized that the youth in this project had disclosed personal information for the very first time. By creating a safe and trusting environment, youth were allowed to share personal and family "secrets" that impeded their personal growth and development. The average age of the group was 21 years old, but on average emotionally, the youth were functioning at 13 to 15 years of age. All participants in the project made genuine efforts to work on themselves and attempted to resolve past and present difficulties. Although the task was overwhelming and painful for all group members, the sponsor noted there was definite change and growth emotionally, mentally, physically and spiritually with all individuals.

The partnerships were successful and are expected to be sustainable, according to the sponsor and all partners interviewed. The SIAST representative indicated a benefit of the partnerships was that industry became aware of the program and became involved in the practicums. THFQ saw the partnership as beneficial since both it and Rainbow Youth

have similar clientele with similar needs, and thus a potential for partnering on future projects exists. The sponsor indicated that all of the partners will be utilized in future programming if feasible, except for one employer company, where a student was sexually harassed/assaulted.

Project Cost Effectiveness

The total cost of the project was $218,208.75: SI contribution was $81,728.00; the project sponsor contributed $21,183 in cash and $29,071 in-kind; and the partners contributed $12,048 in cash and $20,000 in-kind. The cost per participant overall was $10,391.00, and the cost per participant for SI was $3,892.00. The W/S contract was amended on May 27, 1997 to include an additional $6,885 for another co-facilitator.

The majority of trainees (88%) felt the training was cost effective compared to other methods of training because they did not have to pay any fees to participate. One trainee was unsure on this issue. The SIAST representative felt that, although the project was cost effective, funds should have been allocated for long-term follow-up for the participants. This partner believed the trainees would require ongoing support after program completion and that long-term results are the best measure of program effectiveness. In order for the program to be sustainable, the sponsor, THFQ and SIAST indicated outside funding will be necessary, as the project would not have been possible without SI funding.

The Aboriginal Health Careers Access Training Program

Saskatoon District Health

This case study is based on information provided by the project sponsor from Saskatoon District Health (SDH); the partner representative from Saskatchewan Indian Institute of Technologies (SIIT); and by two trainees surveyed of the seven who completed the training project.

The training project was a combination of a full academic Grade 12 that included the math and sciences required for higher-level health care training; work placements or practicums in appropriate health care positions during two time periods, each of approximately three weeks; and a holistic approach which involved aspects of Aboriginal education and solid support services.

The work schedule for this training project was as follows:

1) **August 1, 1996 — Project Coordinator will be hired and recruitment of trainees will begin.**
   - Hired on August 12, 1996
   - Interviews for selection of trainees were conducted August 12- 13, 1996

2) **August 26, 1996 to June 30, 1997 — full academic Grade 12 will be provided to 20 participants.**
   - Began on August 26 with 23 participants. For the first two weeks, programming focused on personal development and life skills. Academic Grade 12 officially began on September 2, 1996.

3) **Training will provide sciences required for higher level health care training, including medical terminology.**
   - Academic subjects included: Algebra 30, Chemistry 30, Biology 30, Physics 30, English 30A and English 30B.
   - Innovative academic enrichment programming included medical terminology, computer training, study skills, job readiness and Native Studies 30.

4) **July 1, 1997 to August 25, 1997 — Saskatoon District Health will employ project participants in health care.**
   - SDH's work placements (including "career shadowing" and "practicums") allowed students to earn minimum wage during these placements. NCC provided financial support to SDH to employ participants in various health care settings.
   - Practicum was modified: rather than one eight-week practicum, it was divided into two short practicums, from July 2-18, 1997, and from July 28 to August 15, 1997. This was necessary to ensure practicum was appropriate for trainees' skill levels given their limited education and training background.

5) **September 1, 1997 to January 30, 1998 — Participants completed final semester of training.**
   - Semester III began on September 2, 1997
   - Invited Aboriginal role models and various special guests in related health disciplines. Special programming limited to end of April and month of May.
   - Invited representatives from post-secondary institutions (e.g., Kelsey Institute, SIAST; Saskatchewan Indian Federated College (SIFC); and College of Arts and Science at University of Saskatchewan).

6) **Training included employability skills, counselling, tutoring (as required) and support from Elders.**
   - Employed a holistic approach to learning that involved "European" education and traditional "Aboriginal" education.
   - The academic teaching staff consisted of four teachers (three part-time and one full-time). Secured a part-time student counsellor who participated in the "Talking Circle" and was available for personal counselling.
   - An Elder did the personal development life skills training and various Elders from Saskatoon community were invited to participate in "Talking Circle."
   - Mentorship portion provided training and employability skills, building on the concept of a "work ethic." Students learned enough academics to get, keep and progress on a job. They learned to think critically, solve problems and build their self-confidence and comfort level within a work setting. Trainees became more adaptable to rapid change. No one else in Saskatchewan has provided such extensive exposure to diverse health professions.

Project Relevance

The Aboriginal Health Careers Access project enabled trainees to apply for entry-level positions in the health care field or pursue higher levels of post-secondary education, particularly in the health care field. The project provided trainees with experience in selected positions in the health care field through work placements, and mentorship arrangements in the workplace provided additional support for trainees. Due to the lack of Aboriginal health professionals and the low number enrolled in Health Sciences Programs, Aboriginal students who have completed these courses are likely able to find employment. It was believed by the sponsor and primary partner that such proactive measures are necessary to ensure a representative workforce in the future.

There were 20 trainees initially contracted for this training project, which was targeted at Aboriginal people in receipt of social assistance. Target groups included: seven youth, 16 First Nations, one Métis, four Inuit, 12 disabled, 12 visible minorities, and 17 Social Assistance Recipients. Seven trainees completed the training and are taking further training in the health sciences field. Of the 18 trainees who withdrew from the training project, only the current status of one is known; that individual is taking further training.

The sponsor (SDH) and primary partner (SIIT) knew that the class attrition rate would be high due to the recruitment process. Shortened project timelines limited the amount of advertising the project could do, but Social Services offered to send out notices to SARs with their cheques. While the project was able to recruit its quota of trainees, the target group faced all of the employment barriers confronting any group enmeshed in a cycle of dependency. The sponsor and primary partner indicated trainees had lacked experience which would provide the necessary qualities, such as employability, study skills and motivation to work, that would enable them to achieve all project objectives.

The combination of adult education with a work placement in a health care setting was the first of its kind. The project combined western-style teaching with Aboriginal training. Regular visits by the Elder, focusing on personal development, were incorporated into the academic schedule.

The training was believed to have a positive effect on trainees by providing them with a Grade 12 education that included the core courses required for entry into post-secondary programs, particularly in the health sciences field; as well, it provided them with practical on-the-job experience in appropriate health care settings, mentorship arrangements, and supportive environments. In these ways, the training project was the first of its kind to be offered in Saskatchewan. All of the trainees who completed have gone on the further training in directly related fields and have broken out of the cycle of dependency.

The academic requirements included the core and some enriched Grade 12 courses:

Semester I and II	Semester III
English 30 A and B	Physics 30
Math 30 A, B, and C	Medical Terminology
Biology 30	Computer Terminology
Chemistry 30	Native Studies 30
Geo-Trig 30	

Industry will recognize the Grade 12 diploma that included both the core courses required to take post-secondary health sciences as well as enriched programming (e.g., Native Studies 30). Industry will also recognize the on-the-job experience obtained through mentorships and work placements. Students acquired life skills and familiarity with workplace settings, which are applicable to all occupations. Finally, the training model can be applied anywhere in Saskatchewan.

Graduates were qualified to compete for entry-level jobs within the health district where the minimum education requirement was a Grade 12 diploma. The experience trainees gained working within the health district increased their probability of being successful in future job competitions. The other option (which trainees chose) was further post-secondary education in the health sciences field.

Project Design and Delivery

The project tested both classroom and on-site training. It provided trainees with several support services. In addition, all of the trainees had mentors for their work placements.

The partnership for this training project included:

- SIIT
- NCC
- Social Services
- Saskatchewan Intergovernmental and Aboriginal Affairs (SIAA)

SIIT contributed the Grade 12 curriculum; classroom materials and supplies up front for trainees; and time to developing the project, recruiting trainees and helping to coordinate and offer support services. NCC provided links to the Aboriginal population on Social Assistance and in need of training; funding for trainees to participate in summer work placements; and enhanced communication between its financial workers and project staff. Social Services allowed trainees to remain on social assistance while training. Social Services financial workers and the coordinator of project mentorships had excellent communication between them. SIAA signed an agreement with SDH prior to the training project which stated that both parties would work together to develop a representative workforce of Aboriginal people within SDH.

The innovative partnership approach used in this training project can serve as a model for other health districts and the private sector in Saskatchewan. Both SDH and SIIT

expressed a willingness to enter into such partnerships again, given the opportunity. SIAA is still a supportive partner to SDH and other health districts in the province.

In addition, SDH and Kelsey Institute, SIAST are collaborating to train Aboriginal people as Special Care Aids, modifying the current program to incorporate work and study components from this W/S training project.

Both the sponsor and the primary partner indicated that the application and approval process was too slow and did not meet their expectations with respect to timelines. One partner indicated that communication with the W/S staff did not consistently meet expectations. However, both the sponsor and the primary partner indicated that the support provided by the W/S Project Officer exceeded their expectations. He demonstrated a positive attitude, met with SIIT accounting staff, visited the class and attended special functions held by the W/S training project.

Project Success

Both of the two trainees surveyed indicated that this project was more effective than other methods of training for similar reasons: "good hands-on experience" and "increased knowledge of the health field." Both trainees identified the on-the-job training method of delivery used by the training, but only one of these identified the classroom training. The former was given a mean rating of 4.5, while the latter was rated as poor (a 1.0).

Both of the trainees indicated that the training was effective in meeting their needs. The training was thought to be a significant benefit in terms of increased knowledge and skills, self-confidence, work experience and background for further education. The training was thought to have provided slight to moderate benefit in terms of employment, higher wages, the potential for a higher wage in future and increased responsibilities or a promotion. Both trainees indicated that the training will make a difference in their ability to get and maintain a job by providing the skills necessary for a job.

The sponsor and partner indicated that the training project would be improved by reviewing the entrance criteria and method of attracting potential participants. In light of the enormous challenges of dealing with the attitudes of SARs, both the sponsor and the primary partner were very satisfied with the results of the training project: seven Aboriginal adults were on their way to breaking the Social Assistance dependency cycle.

The sponsor and primary partner indicated they would review the length of the training. If the same time span were used, they would consider omitting the enriched programming portion in order to concentrate more on meeting the project's primary objectives (i.e., the core Grade 12 courses, work placements and mentorships).

This model could be incorporated at the high school level to provide the necessary experience that will assist students at critical decision-making stages, so that students can select appropriate math and science classes while in secondary training.

Project Cost Effectiveness

The total budget for this project was $585,174 and SI contributed $189,791 of that sum. The sponsor contributed $662 cash and $109,433 in-kind contributions; the partners contributed $190,634 cash and $94,654 in-kind contributions.

The overall cost per participant was $83,596, and the cost per participant to SI was $27,113. Due to the high attrition rate, the cost per participant was high.

The trainees surveyed did not know if the training was cost effective. The sponsor spent approximately one full-time week preparing the proposal, and the primary partner spent approximately two full-time weeks assisting in that process. Costs of developing the proposal are estimated to be approximately $2,000.

Holistic Hospitality Industry Training Project

Ochapowace HRD Inc. and the Landmark Inn

This case study is based on information provided by the project sponsor from Ochapowace HRD Inc.; a partner representative from NCC; a partner representative from STEC; partner representatives from SIAST, Wascana Institute's Career Enhancement Program; and 21 surveyed trainees of the 40 who completed the training. No final project or financial reports have been submitted to Strategic Initiatives W/S by this training project.

The Holistic Hospitality Industry training project was sponsored by the Ochapowace HRD Inc. The training consisted of formal in-class instruction and work placements at the Landmark Inn. This training project was designed to train Aboriginal people in various aspects of the hospitality industry, such as entry-level skills as food and beverage servers, front-desk agents, maintenance and security workers, sales managers, housekeeping, room attendants, childcare workers, cooks and kitchen helpers. The project was initially to run from October 1996 to August 31, 1997. However, an amendment was made (September 25, 1997) to extend the project to November 30, 1997.

The work schedule for this training project is outlined below:

Phase I **Participant Identification.** In partnership with NCC, the contractor identified 60 trainees for this project.

Phase II **Career Planning.** In partnership with NCC, all participants underwent a career planning session to identify what skills and education are required to participate in this training project.

Phase III (a) **Job Preparedness and Employability Skills.** In partnership with Future Skills, STEC will provide training with the contractor, using the Wi Chi Hi So personal development program.

Phase III (b) **GED Upgrading.** It was anticipated that up to 10 participants will require upgrading to a GED. The contractor was to make arrangements for participants to be enrolled in upgrading.

Phase IV **Hospitality Industry Entry-Level Skills.** Delivered by STEC.

Phase V **Quick Skills.** Thirty work-based trainees were to be employed by the Landmark Inn beginning at the mid-point (week nine) of this training phase. NCC was to determine whether additional training or funds are required and eligible for trainees. The contractor was to secure employment for the other trainees and track them for one year following completion of the training project.

Project Relevance

The Holistic Hospitality Industry training project was designed to meet the needs of trainees. After completing the training, trainees were able to apply for positions in the hospitality industry and were in a position to pursue more advanced levels of hospitality and related training. The need for training was determined by hotel management at the Landmark Inn. The Ochapowace Band purchased the hotel when it was in receivership. Since then the hotel has operated with a skeleton staff, and all departments have required more staff. The training project tried to guarantee employment in the hospitality industry for all trainees: 30 trainees would be employed by the Landmark Inn and the others would be employed in other hospitality businesses with the assistance of Ochapowace HRD Inc. However, information on employment outcomes for trainees was not tracked by the training project and, if it was, it was not made available for W/S staff either separately or as part of a final report.

There were 54 trainees originally contracted for this training project, and target groups included 11 youth, 38 First Nations, one Métis, 11 people with disabilities, 15 visible minorities, 23 women, 34 SARs, one EI recipient and three employed people. There were 40 participants who completed the training project and their status is unknown at this time. All trainees were First Nations people, and 62% had less than a Grade 12 education. Twenty-nine percent were youth aged 25 and under. Six months prior to the training project, 86% of trainees were receiving social assistance. After training, three more trainees were employed full-time, four more were employed part-time and one more was taking further education and training. The number of trainees on social assistance after the training project dropped from 18 to four (19%).

The sponsor indicated that this training project is innovative in its comprehensive approach to training, containing large portions of STEC and SIAST programs as well as life skills, employment etiquette, solid support services and work experience.

The training project provides STEC and SIAST accreditation for training, including a GED for up to 10 participants; hospitality industry entry-level skills in a variety of positions; quick skills; and St. John First Aid certificate. The training project has positively impacted the Aboriginal hospitality industry in Saskatchewan, which is

increasing due to the rising popularity of ecotourism. The trainees gained career and personal development skills that are transferable within the hospitality industry. While this type of training is available elsewhere, the comprehensive, holistic approach taken by this project, which incorporated Aboriginal cultural aspects and extensive support services for trainees is innovative, unique and progressive in addressing the shortage of Aboriginal workers in the hospitality industry.

Project Design and Delivery

The project tested both classroom and on-the-job training. Trainees learned of the project through word-of-mouth (67%); through the Ochapowace Band or other Band Office (19%); and/or they were either approached by or applied to the employer in equal proportions (19%). Trainees were recruited on the basis of being an Aboriginal person on social assistance or EI and having the desire to work. Trainees were able to do work-based training. The 21 trainees surveyed indicated that the following support services were available and used: personal counselling, tutoring, childcare, transportation, mentors and journey supervisors. When asked about any other support services available, two trainees mentioned guidance from Elders and healing/sharing circles. Two mentioned support from other class members, and one mentioned support from Ochapowace HRD Inc. Most trainees (91%) indicated that they received the support services necessary during this training project. Two trainees indicated that more appropriate funding to take training was required.

Of the support services mentioned, mentors and journey supervisors were rated the highest (5.0 on a five-point scale), followed by personal counselling services (rated a five by 53%). Other services rated as being very useful included career counselling, transportation and tutoring services.

The partnership for this training project included:

- Future Skills
- NCC
- SIAST, Wascana Institute
- STEC
- The Landmark Inn

Future Skills assisted in planning the project, provided funding of trainees and delivered the career development training component. NCC assisted in planning the project, provided wage subsidies for trainees in work placements and delivered the life-skills training. SIAST, Wascana Institute assisted in preparing the proposal and providing program designs and delivery (including classroom space and instructors) for job preparation, computers, cooks, kitchen helpers, childcare workers, maintenance workers and security workers. STEC provided program design and delivery for front-desk agents, food and beverage servers, and housekeeping/room attendants. The Landmark Inn provided training facilities and work placements. All of the partners contributed to the design of the training project and its various training components.

The sponsor, Ochapowace HRD Inc., developed the project proposal and training approach, which they implemented. This organization was also responsible for general project management, including liaison between the employer, trainees and partners. The sponsor indicated that it was challenging to determine which partner agencies' criteria were most applicable to each particular training aspect. This process provided the sponsor organization with a better understanding of how each agency operates (their mandates, goals and objectives) and what future opportunities to work together might exist.

The partners felt frustrated with the sponsors due to what they perceived to be inadequate project management. The partners wanted more feedback and communication on the training each provided and on the results of the training project as a whole. Partners indicated an unwillingness to partner with the sponsors because the latter could not fulfill its administrative and financial obligations. However, with the sponsor aside, the partners are still willing to partner with each other (e.g., STEC and SIAST).

The sponsor indicated that process and administrative effectiveness were strengthened by the regular monitoring and assistance of the W/S Project Officer.

Project Success

Of the 21 trainees surveyed, 16 (76%) indicated that this project was more effective than other methods of training; 19% thought it was the same; and 5% did not know. Trainees thought that this training project was more effective than others by providing useful course content (100%); good hands-on experience (31%); employment (31%); good instructors (19%); good one-on-one instruction (19%); and the use of technology (6%). Two trainees did not know what made the training project more effective. Most of the trainees thought the on-the-job training was very good (mean rating of 4.1 on a five-point scale). Most of the trainees also thought the classroom training was very good (mean rating of 4.4 on a five-point scale).

The trainees indicated that the most significant benefits in the training project were: increased knowledge and skills (86%); increased access to employment (81%); increased self-confidence (67%); opportunity for increased responsibilities or promotion (67%); increased potential for higher wages in the future (62%); increased work experience (48%); background for further education (43%); and higher wages (19%). Eighty-six percent of trainees indicated that the overall training was effective in meeting their needs. But 10% (or two trainees) indicated that it was ineffective because it did not lead to a full-time job (one) and it lacked sufficient hands-on experience (one). In general, trainees believed that the course content, high quality instructors and useful support services made the training project particularly effective. The challenges trainees faced revolved around inadequacies in scheduling training, accessing consistently available support services and obtaining various types of hands-on practical experience.

A large portion of trainees (91%) expected to work full-time for the Landmark Inn. Two trainees indicated that only part-time work was available with this company due to fluctuations in tourism. With the exception of one respondent who did not know, all trainees indicated that the training will make a difference in their ability to get a job by

providing the necessary skills (80%) or by creating a job that would not have been there without the project (20%).

The outstanding achievements of this project were the extensive support services provided to trainees, which helped them overcome many training and employment barriers. Some project limitations include difficulties in scheduling, which must be improved with better coordination between the partners to ensure that adequate training space and instructors are available, and that students are informed of their training schedule in a timely manner. The partners emphasized that financial accountability is crucial, particularly in the partnership model approach. There were also issues around the appropriateness of the changing daycare facilities; the most effective means of transportation for trainees; the favouritism shown to certain trainees; the adequacy of hands-on training; and the availability of employment at the Landmark Inn.

If this training project were to be done over again, according to the project sponsor, the trainees would not be split up; all trainees would take the same training at the same time. In addition, the partners would try to do more to ensure that the sponsor and the Landmark Inn met their contractual obligations. The legacy of this project is that a training approach has been developed from which to learn for the purpose of delivering similar training in the future.

Project Cost Effectiveness

The total budget that was initially committed for this project was $1,007,141, and SI undertook to contribute $250,000 of that sum. The sponsor was to contribute $58,200 cash while the partners committed $698,941. Partner contributions were to consist of $584,741 cash and $114,200 in-kind. However, no final financial report has been submitted for this project, and therefore, the actual cost breakdown on this project cannot be determined. W/S staff is currently in the process of determining the final financial information on this project.

The sponsor indicated that the cost of developing the training project proposal to final approval was between $30,000 and $40,000.

Seventeen of the trainees (81%) thought that the training was cost-effective for them personally, one did not think so, and three did not know. The one who thought it was not said he was not paid to take the training. Many trainees (50%) who thought the project was cost-effective for them thought so because of all the support services provided by the sponsor and primary partner (Ochapowace and the Landmark Inn). These included meals, transportation and many other services. Other trainees (39%) indicated that other training projects cost them significantly more, so that this training was inexpensive in comparison. Similarly, 22% of trainees pointed out that the training was free, costing them nothing.

Entrepreneur Producer Training Project

Eighty-Seven Bear Images Inc.

This case study is based on information provided by the project sponsor, a consultant and trainer at Eighty-Seven Bear Images Inc.; a partner representative from The Edge Production Corporation; a partner representative from Job Start/Future Skills; and by eight surveyed trainees who participated in this project.

The project was sponsored by Eighty-Seven Bear Images Inc. This 20-week project was designed to train six producers in the entrepreneurial aspects of film production, emphasizing all elements of production activities. The objectives of this project outlined in the proposal were

- To develop and modify several curricula, and to develop a W/S program including the development of several funding proposals for project development and production financing.
- To involve the trainees in the financial and creative management of productions that they will then take and test in the marketplace.
- To provide the trainees with experience ranging from production to marketing, with particular emphasis on becoming entrepreneurial (self-employed) producers.

The training project took place from July 1 to December 14, 1996 in Regina.

Project Relevance

The need for training was identified by industry employers, the sponsor and partners in response to a shortage of qualified employees in the film and video industry. Industry recognizes successful projects resulting from the training. However, commitment from industry is needed for training recognition. The six trainees who completed the project are eligible to receive a Certificate of Accreditation from SIAST in the film and video sector. Entrepreneurial skills are applicable to a multitude of industries and sectors, while the ability to produce films and videos enables trainees to become self-employed or to apply for positions as producers in the industry.

The Entrepreneur Producer training project was targeted at people in receipt of EI and social assistance, as well as First Nations women. There were eight trainees originally enrolled in the project: two women; two First Nation/Métis; one SAR; two on EI; and one under 25.

Project Design and Delivery

The Entrepreneur Producer training project consisted of theoretical instruction and hands-on work projects. The training schedule is detailed below:

Week 1 Role of the Producer/Case Study/The Creative Idea/Needs of the Market/Case Study

Week 2 Identifying the Appropriate Projects/Creative Development/Case Study

Week 3 Development Funding/Sources of Development Funding/Guest Speaker/ Work-related Tasks

Week 4 The Development Proposal/Creative and Business Development/Case/Work-related Tasks

Week 5 Pitching the Idea/Accounting and Legal Elements of Development/Guest Speaker/Work-related Tasks

Week 6 The Development Stage/the Project Proposal/Work-related Tasks

Week 7 Production Financing Sources/Financing Strategy/Guest Speaker/Work-related Tasks

Week 8 The Production Budget Estimate/Final Production Budget/Guest Speaker/Work-related Tasks

Week 9 Revenue Projections/Financing Arrangements/Case Study/Work-related Tasks

Week 10 Financing Opportunities/Preparing a Business Plan/Guest Speaker/Work-related Tasks

Week 11 Financing Requirements/Agency Application Requirements/Guest Speaker/Work-related Tasks

Week 12 Production Planning/Pre-production/Case Study/Work-related Tasks

Week 13 Production Personnel/Union and Non-affiliated Labour Agreements/ Speakers/Work-related Tasks

Week 14 Managing the Creative and Business Elements/Guest Speaker/Work-related Tasks

Week 15 Reporting Requirements/Production Review/Speaker/Work-related Tasks Agreements

Week 16 Planning Post-Production/Cost Management in Post-production/Guest speaker/Work-related Tasks

Week 17 Preliminary Marketing Plan/Market Research/Case Study/Work-related Tasks

Week 18 Marketing Tolls/Distribution Channels/Guest Speaker/Work-related Tasks

Week 19 Distribution Contracts/Publicity/Guest Speaker/Work-related Tasks

Week 20 Summary Review/Follow-up for Projects

Trainees heard about the project through advertising (38%), word-of-mouth (38%) or through their employer (25%). The training institute was primarily involved in curriculum design; however, input was obtained from the employer and trainees. Eighty-Seven Bear Images sponsored the project, and The Edge Production Corporation was involved in cost-sharing and in the identification of training requirements and methods of delivery. The sponsor felt the close weekly link between the theoretical and the applied learning enhanced this training project.

Project Success

The training had a positive effect on the target markets because it provided trainees from equity groups with the opportunity to train for employment in a new industry that is rapidly growing. Of the seven trainees who completed the program, one trainee continued in employment with the partner company and six trainees became entrepreneurs in the film and video industry. Participants were able to work on real projects, and several indicated the training provided them with the opportunity to network and develop industry contacts. Almost two-thirds of trainees (63%) felt the training received through the Entrepreneur Producer training project was more effective relative to other methods of training, mainly because of the good hands-on experience (63%) and the use of technology (38%). Three-quarters felt that increased knowledge and skills were the primary benefits received from the training project, and 88% believed the training will make a difference in their ability to get or maintain a job.

Five out of eight trainees felt the overall training was effective in meeting their needs. Career and personal counselling services were available; however, the majority of participants were unaware of these services.

One outstanding issue that represented a challenge to project success was copyright ownership regarding projects developed by trainees within the training program. At the outset of the selection process, all candidates read a draft contract they were expected to sign with the sponsor company. The contract outlined the program, the corporate expectations and identified the opportunity for each trainee to develop one "self-generated" project for which they could retain 100% ownership. All other work was to be considered the property of Eighty-Seven Bear Images. During the program several trainees wished to develop more than one self-generated project. However, they were informed that if they chose to work on the project during the three days a week allocated to the sponsor company's work, the project had to be owned in whole or part by Eighty-Seven Bear Images.

Several days were spent by the trainees and trainers in developing additional self-

generated projects and one trainee worked almost exclusively on projects generated on the sponsor company's time. The issue that arose was ownership of intellectual property developed on the sponsor company's time and money. Both parties and their legal counsel held very different views of the contract signed by all parties in January 1997. The trainees felt that because the Entrepreneurial Producer training project was financed with public funds, traditional law in this area did not apply. However, the film and television industry is financed with large sums of public money and a precedent has never been established in which common law is affected. Several creative and financial differences arose because of this, which resulted in the trainee's termination. Maureen MacDonald intervened and a compromise was reached which allowed the trainee to complete the program and produce the film. Nonetheless, the trainee involved the other trainees in the dispute, consulted a lawyer, contacted the Saskatchewan Motion Picture Industry Association, and organized a meeting with the W/S Project Officer.

The project could have been improved had trainees been clear from the onset about legal issues and sponsor expectations surrounding personal projects. According to Maureen MacDonald's final report, if the training project were to be delivered again, they would eliminate the self-generated project and enter into two separate legal agreements with all trainees: a contract for services and an intellectual copyright ownership agreement.

An additional program challenge was that trainees received unequal compensation. The program had nine trainees whose wages differed. Several were collecting Employment Insurance benefits, one was on Social Assistance, one was paid directly by Eighty-Seven Bear Images and four were paid 50% by the sponsor company and 50% by Future Skills. In cases where the wage difference was significant, the sponsor paid the trainee an additional subsidy. As all the trainees were expected to do the same work, equity in compensation would have seemed more fair.

The partnerships for this training program include the following:

- The Edge Production Corporation
- The Future Skills/Job Start Program
- HRDC
- Social Services

The private-sector company was involved in the selection of two trainees and contributed $10,000 to the project. This company also paid their trainees employee wages every two weeks. The Future Skills/Job Start Program was involved in the design and monitoring of the project and they paid for 50% of the trainees' "salaries" up to a maximum of $5,000. HRDC provided wage and training subsidies. Social Services and all of the partners involved made financial contributions.

According to the sponsor and two partners, one benefit that has resulted from these partnerships is their sustainability; the partners will work together again in the future. The partnerships enabled the business manager of the private-sector company to learn how film works, while the associate producer of that same company clarified his movie-

making procedures. The partnerships facilitated the development of two educational programs within the training project (entrepreneurship and producer training programs). One challenge was the contradictory criteria for the W/S program application; the sponsor had to redesign aspects of the training project to meet the W/S program criteria.

The representative of Job Start/Future Skills indicated that more of a communication link is needed between Job Start/Future Skills and SI so that they can develop more of a partnership. Eighty-Seven Bear Images was receiving funding for training from both Job Start/Future Skills and SI, and neither funding party realized the other was involved until after the fact. After the training project was over, this partner had a very positive contact with Strategic Initiatives W/S staff and both parties realized that some discussion should have been taking place all along. However, there were many other things happening at the time.

Project Cost Effectiveness

An amendment for an additional $3,000 cash from SI was made on May 27, 1997, for the purpose of obtaining materials required by additional trainees. The total cost of the project was $100,666.00, and SI's contribution represented $53,003.00 of that amount. Partner cash contributions totaled $24,150.00, while the project sponsor contributed $11,743.00 in cash and $9,770.00 in in-kind to the project. The total cost per participant was $12,583.25, while the per participant cost to SI was $6,625.38.

Six of the eight trainees interviewed believed the training project was cost-effective relative to other methods of training, because it did not cost them anything.

Mentorship and Professional Development Training Program

Canadian Artists Representation Saskatchewan/Le Front des Artistes Canadiens and the Saskatchewan Writer's Guild

This case study is based on information provided by the project sponsor from the Canadian Artists Representation Saskatchewan (CARFAC SASK); the partner representative from the Saskatchewan Writer's Guild (SWG); a project mentor (with SWG); and by the three surveyed trainees out of the ten who participated in this project.

The Mentorship and Professional Development Training Program was a 12-week project designed to provide emerging artists and writers with an opportunity to receive support and advice from established senior artists. Mentorship and professional development workshops were the major components, although three visual artists also received work placements. The objectives of the project, as outlined in the proposal, were as follows:

- The program will provide a flexible mentorship training program in professional development and advanced survival skills for artists and writers.

- Cross-disciplinary workshops offered will provide an effective bridge for university level students pursuing a career in visual arts or writing.

Relevance

The need for training was identified by CARFAC SASK members and artists in the community, who expressed a desire for a mentorship training program. The target group was young, emerging artists who had a professional project on which they were currently working. Both the sponsor and Paul Wilson noted that many emerging artists leave post-secondary education without the skills to survive as artists because they do not receive professional development or business skills.

The joint program was both innovative and unique to the cultural sector in Saskatchewan, where two organizations of differing disciplines joined together to share resources, administration and cross-disciplinary educational programming delivery. Although CARFAC SASK and SWG have collaborated on other smaller projects prior to the Mentorship Program, the training project represents the first time the two have come together on a large scale to offer program delivery. The merging of the two partners allowed artists from two separate disciplines to meet and share ideas at three joint professional-development workshops. Trainees were provided with skills for self-employment, which are transferable to other sectors. A CARFAC SASK certificate was given to trainees, which is recognized by industry but not by post-secondary institutions.

Project Design and Delivery

The Mentorship and Professional Development training project was designed to meet the needs of emerging artists and writers. The program provided personal, professional and technical skills development; growth of self-esteem; and increased self-confidence for participants. The project consisted of development of artistic projects through mentorship guidance and professional development seminars. CARFAC SASK gave 13 Professional Development Seminars to trainees, while SWG gave seven, all of which were two-to-three hours in length. Seminars were selected and arranged by CARFAC SASK staff, facilitated by the Project Coordinator and delivered by professional artists, writers and an accountant. Although all of the mentors were paid for their services, some provided in-kind support services such as food and housing for out-of-town trainees. These in-kind services were not tracked.

The professional development workshops provided a forum for trainees to learn how to conduct the business aspects of being a writer or artist, but also included intrinsic factors of artistic development, such as self-confidence and the development of strong critical knowledge. Seminar topics included taxes, the Internet and digital art, bookkeeping, artists residencies and colonies, marketing strategies, copyright and writing a business plan. The sponsor indicated that visual artist trainees were provided with the opportunity to expand their skills into different arts areas, including arts administration, gallery work, multimedia design and industry, and commercial photography.

The mentorship aspect of training was individualized for each trainee and incorporated one-on-one instruction, flexibility in location and training times and emphasis on the development of individual professional work(s).

The training schedule is detailed below:

Curriculum completed, coordinator selected	November 30, 1998
Mentors and trainees selected	January 31, 1998
Professional development workshops completed	March 31, 1998
Short-term work placements completed	April 30, 1998
Evaluation completed	May 31, 1998
Final Report on or before	July 29, 1998

Extra support services included career counselling, tutoring and transportation services. All trainees interviewed felt they received the support services they needed. CARFAC SASK developed work placements for three trainees with the Rosemont Art Gallery, Coteau Books and SOIL Digital Media Productions at Neutral Ground Gallery. SWG attempted a work placement partnership with *Sterling Newspapers*, but it did not work out. One month before the program was to begin, the editor of the *Moose Jaw Times Herald*, who was to provide work placements for trainees, left the province for another job. An attempt was made to establish work placements with other editors, but was not possible at the time. SWG has decided that for future programs, book publishers would perhaps be a more suitable partner for career-related work placements. Although not all the trainees may want to pursue a career in publishing, an inside knowledge of how a publisher creates books is invaluable to all writers.

Of the original 10 trainees (five in CARFAC SASK and five in SWG), all completed the program. Of the trainees interviewed, two indicated they were youth (under 26) and one indicated they were First Nation/Inuit.

Project Success

Of the three trainees interviewed, all identified increased knowledge, skills and self-esteem as significant benefits of the training project. Two trainees commented that the project provided them with a network of contacts in their sector of interest and all felt the training was effective in meeting their needs overall. Two trainees felt the training received through the project was more effective than other training methods, while the other felt it was the same. The two who believed it was more effective identified a good instructor, good hands-on experience and good one-on-one instruction as reasons. Two trainees identified increased knowledge and skills as the primary benefits of the training project, while the third felt that work experience was the primary benefit.

The outcome of the project was geared towards increasing the trainees' abilities to become self-employed. This goal was accomplished upon project completion: seven trainees were self-employed and three were employed. The sponsor, the primary partner, a project mentor who was interviewed and several trainees indicated a desire for the

mentorship program to run longer. Reasons for extending the program to six months or even a year include: extended training will be less onerous for trainees; more time to finish projects; and opportunities for mentors to walk trainees through real life events (e.g., showing work).

The sponsor, partner and mentor all stressed the importance of mentorship programs for artists and writers. As this mentorship provides optimal one-on-one instruction and hands-on experience, such programs are a necessary and viable training delivery method. Both CARFAC SASK and SWG noted that funding for mentorship programming, particularly for the cultural sector, is lacking as part of an overall training strategy for Saskatchewan and Canada. Programs such as the Mentorship and Professional Development training project are an important step in legitimizing mentorship as a viable training alternative.

The partners for the Mentorship and Professional Development project were: SWG, who provided mentors and seven workshops; Neutral Ground Artist Run Centre/SOIL Digital Media Productions, Rosemont Art Gallery, and Coteau Books, all of whom provided work placements; the Dunlop Art Gallery, who co-sponsored and presented a seminar; the University of Regina, who provided facilities for professional development seminars; Gauley and Company and Meyers Norris Penny and Company, who provided legal and accounting services, respectively.

The sponsor and partner indicated communication with the W/S Project Officer was excellent.

Project Cost Effectiveness

All trainees felt the project was cost effective for them because it allowed flexibility; provided the mentor with a wage to allow the focus to be on the trainee; did not cost anything; and was condensed and of high quality. SWG is currently seeking funding from other sources to run additional mentorship programs, due to the number of individuals who wish to take part in this training.

The cash commitment from the sponsor was $21,383.60; from partners, $28,233.43; and from SI, $49,617.03. The applicant's in-kind contributions amounted to $6,827.50, while the partners' in-kind totaled $6,827.50. The total cost of the project was $112,889.06; the overall cost per participant was $11,288.90; and SI's cost per participant was $4,961.03.

Appendix 2: Summary of Projects

Summary of Projects

Based on Shared Contribution in Work/Study

Abbreviations of contributions: AC= Applicant cash; AIK= Applicant in-kind; PC= Partner cash; PIK= Partner in-kind.

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Guide Training Project The SOA will develop a competency-based curriculum, a certification process, and will train 25 guides in fishing or hunting and 20 guides in fishing and hunting. Training will be delivered on-site by participating outfitters who have taken train-the-trainer workshops. A coordinator will oversee on-site training and will provide support to outfitters. Successfully trained guides will receive nationally recognized tourism industry certification. This project will also test the expansion of cross-seasonal opportunities for guides.	**Saskatchewan Outfitters Association (SOA)** STEC and three individual outfitters Saskatchewan	June 1, 1996	Dec. 31, 1997	45	$128,184	$680,065 AC= 0 AIK= $17,600 PC= $199,150 PIK= $64,800
New Media/Adaptive Systems Project Pebble Beach Interactive will develop curriculum and certification process of sector initiated high-end production based training. A team of eight new media specialists will be trained on how to continue sourcing, evaluating and incorporating the latest technology and software as a natural component of the production process. Trainees will develop knowledge and functional skills based on state-of-the-art technological tools which will assist industry to remain competitive in Saskatchewan.	**Pebble Beach Interactive** The SIAST Wascana Institute, the Professional Development Institute, and HRDC Regina	July 1, 1996	Sept. 15, 1997	8	$170,320	$494,660 AC= $271,540 AIK= $6,000 PC= $28,800 PIK= $18,000
Linking Employment and Training/Model Employee Project North West Regional College will train 20 individuals in transferable employability skills leading to sustainable employment. Training will be delivered half-day in classroom and half-day on work sites. Classroom training will be in groups of five persons each. Each group will have a mentor that will make the connection between classroom training and workplace training. Workplace training will be paid.	**North West Regional College** NCC, the NSIM program and four local employers. North Battleford	Aug. 1, 1996	June 27, 1997	20	$103,420	$222,545 AC= $28,190 AIK= 0 PC= $90,935 PIK= 0

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Aboriginal Health Careers Access Training 20 Aboriginal persons through a special adult grade 12 program. This training will encourage Aboriginal access to health careers by providing grade 12 with emphasis on the science plus medical terminology. Work placements within the health district are one-half day to one day per week during training, with three weeks paid employment in July and August, 1997. With a combination of academic and personal skills training, as well as work placement, participants will pursue jobs with local health districts or go on to future technical health sciences training.	**Saskatoon District Health Board (SDH)** SIIT Saskatoon	Aug. 1, 1996	Jan. 31, 1998	20	$189,791	$585,174 AC= 0 AIK= $166,649 PC= $224,040 PIK= $67,790
Telemarketing Customer Service Rep. Training Project Wascana Institute will develop an industry-verified curriculum and train 30 trainees in sales techniques, telemarketing and the integration of simulated customer service techniques, using the most up-to-date software. SaskTel, CIBC and Sears will set up a training centre and SCCA will provide advice and assistance to applicants. Applicants will be screened by members of SCCA and SIAST Wascana.	**SIAST Wascana Institute** The Saskatchewan Call Centre Association (SCCA), Sears, CIBC, SaskTel, NCC and HRDC. Regina	Jul. 15, 1996	May 31, 1997	30	$76,000	$186,200 AC= 0 AIK= $55,000 PC= $14,200 PIK= $41,000
Estevan Comprehensive School (Dual Credit Electronics) Estevan Comprehensive School will develop and deliver dual credit electronics program to 10 high school students and 10 adult learners. Dual credit will be provided from the Department of Education towards senior matriculation and towards a SIAST Palliser Institute Electronics Technical Certificate. Industry partners will provide advice about program content, field expertise, access to specialized equipment, workplace training opportunities and in some cases, a direct link to sustainable employment.	**Estevan Comprehensive School** SIAST Palliser Institute, Southeast Regional College, and local industry. Estevan/ Moose/Jaw	Sept. 1, 1996	Jan. 31, 1998	20	$130,000	$311,800 AC= $3,400 AIK= $23,000 PC= $3,400 PIK= $152,000

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Comprehensive Education and Employment Development Training Program Rainbow Youth Centre will train 16 disadvantaged youth by focusing on academic upgrading, life skills, job preparation, worksite training, mentorship, job shadowing and training as a short order cook with SIAST accreditation. Each phase of training will follow immediately after one another. Eleven employers have agreed to provide work-based training and are committed to hiring the trainees upon completion of the program.	**Rainbow Youth Centre Inc.** SIAST Woodland Campus, Regina Health District, St. John Ambulance, TFHQ Adult Learning Centre, Occupational Health and Safety, STEC, Paul Dojack Centre, and 11 employers. Regina	Oct. 15, 1996	Oct. 15, 1997	16	$81,728	$218,208 AC= 0 AIK= $9,538 PC= $122,664 PIK= $66,011
Entrepreneur/Producer Training Program Developing a guide for entrepreneur producer training. Special emphasis will be placed on entrepreneurial skills in such areas as how to prepare and present proposals and ideas, how to access funding for production and how to create connections within the industry on an international level. Eight trainees, including two from Saskatoon, will attend seminars in Regina and Saskatoon, with the trainees receiving mentoring on the job. The guide will be made available throughout the industry.	**Eighty-Seven Bear Images Inc.** The Edge Production Corporation, NCC, HRDC and Future Skills Regina and Saskatoon	Jul. 1, 1996	Dec. 14, 1996	6	$53,003	$110,666 AC= $6,000 AIK= $10,000 PC= $42,000 PIK= $2,000
Holistic Hospitality Industry The Ochapowace Human Resources Group Inc. will develop a Centre of Excellence for the training of First Nations and Metis people in the hospitality industry. This training will be marketed provincially and nationally.	**Ochapowace Human Resource Group Inc.** STEC, SIAST, Landmark Inn, NCC, Social Services and Daycare Branch Regina	Oct. 1, 1996	Aug. 31, 1997	60	$250,000	$1,007,141 AC= $58,200 AIK= 0 PC= $601,341 PIK= $97,600
Entrepreneurial Training This project will train existing or potential tourism owners and operators in entrepreneurship. It will use self-directed multimedia and national standards to enhance business development.	**STEC** Business Development Bank of Canada (BDBC), SIAST and Woodland Institute Tourism Saskatchewan Saskatoon	Nov. 1, 1996	Oct. 31, 1997	20	$96,080	$237,460 AC= 0 AIK= $31,000 PC= $17,380 PIK= $93,000

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Pepaw Training Initiative Developing a training facility on Key Reserve which will deliver training for Keeseekoose, Cote and Key First Nations in preparation for off-reserve employment. This targeted training goes beyond traditional trades training and work placements in that the curriculum also includes instruction in life skills, cultural identity and spirituality, focusing on development of co-existence skills for participants who secure employment outside their usual element. The 24 participants have completed the classroom portion of the training with partnership from Saskatchewan Indian Institute of Technologies and the Saskatchewan Construction Safety Council Inc. and will complete their work placements on reserve construction projects. The final phase, to have the successful participants move directly into employment during the construction of the Saskfor MacMillan Limited Partnership Oriented Strand Board Mill at Hudson Bay, is on hold due to the delay in the start of construction.	**Prepaw Plains Management Inc.** Saskfor MacMillan Limited Partnership, the Labourers International Union of North America (local 890), the Saskatchewan Construction Safety Council Inc. and SIIT. Kamsack	Nov. 4, 1996	Feb. 14, 1997	24	$143,760	$203,223 AC= $27,000 AIK= $10,700 PC= 0 PIK= $21,763
Tourism Industry Apprenticeship STEC, in partnership with the Apprenticeship and Trade Certification Branch and tourism industry employers, will provide training and training support to tourism industry employers and apprentices. Under the project, 40 employers will be trained to provide worksite training support to apprentices in the Food and Beverage Server and Front Desk Agent trades. One hundred apprentices will be trained by the 40 employers under this program.	**Saskatchewan Tourism Education Council** The Apprenticeship and Trade Certification Branch and tourism industry employers Saskatoon	Nov. 1, 1996	Jan. 31, 1998	100	$72,499	$951,799 AC= 0 AIK= $9,000 PC= $870,300 PIK= 0

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Emergency Services Communication Technician Training Program Delivering a 14-week training program to prepare 11 prospective communications technicians for employment with basic or enhanced 911 centres and other call-receiving and dispatching emergency services throughout the prairie provinces. This project is testing a new community partnership and approach to managing and delivering skill development and work placements that lead to employment.	**Cypress Hills Regional College** Southwest Saskatchewan Regional 911 Board, City of Swift Current Fire Department, Provincial 911 Advisory Committee and Implementation Team, SIAST Wascana Institute, SaskTel Mobility and Saskatchewan Education (Facilities Branch). Swift Current	Nov. 18, 1996	June 17, 1997	12	$196,500	$319,800 AC= $12,500 AIK= $5,000 PC= $35,000 PIK= $70,800
Aboriginal Early Learning Cultural and Development Worker Program Training in early childhood education. The innovation in this project is that trainees are being selected based on their connections to children enrolled in the Headstart project, with priority being given to parents; and the practicum will occur at The Little Eagles Nest. The program has incorporated Aboriginal cultural content within its training through the partnership between the Aboriginal community and the School Division.	**Regina Friendship Centre Corporation** The Little Eagles Nest, Health Canada, NCC, Heritage Foundation of Saskatchewan, Regina School Division No. 4, and SIAST Woodland Institute. Regina	Dec. 1, 1996	Jan. 31, 1998	20	$192,500	$269,195 AC= 0 AIK= $34,195 PC= $42,500 PIK= 0
Enhanced Business Training for Women Training low-income women to develop their own micro-business plans and set up and operate a micro-loan circle to support the development of their businesses. Training will be comprehensive, including life management skills, parenting, upgrading and computer skills, as well as entrepreneurship training and mentorship. Six months of post-project mentorship will be provided to support the viability of the businesses.	**YWCA of Prince Albert** Local REDA, Credit Union, Chamber of Commerce, Community Service Centre, SIAST Woodland Campus, NCC, Saskatchewan Social Services, and the Multi-Cultural Society. Prince Albert	Dec. 2, 1996	Mar. 6, 1998	10	$200,784	$339,309 AC= 0 AIK= $13,000 PC= $90,000 PIK= $35,525

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Gravelbourg – Wood River Employment Training Project A "learning centre" has been established at Woodrow to deliver production line MIG welding and tourism, hospitality and entrepreneurship training. All students will participate in a work placement at a local business. This program has been designed to provide students access to entry-level positions in industry and a smooth transition for those students planning to enroll in a post-secondary institution for further career development.	**Gravelbourg School Division No. 109** Cypress Hills Regional College, SIAST Palliser Institute, College Mathieu, the French Regional College, Wood River School Division, Job Start/Future Skills, NCC, the Diocese of Gravelbourg and 19 local businesses. Gravelbourg and Wood River	Nov. 4, 1996	June 30, 1997	94	$159,895	$238,965 AC= $25,000 AIK= $19,500 PC= $12,570 PIK= $22,000
Biotech Educational Incubator Delivering work-based training that combines theoretical and technical skills in accord with skills portfolios developed jointly by the industry and the training institutions. The aim is to develop an ongoing cooperation between training institutes and the biotech industry that will lead to advanced certification to meet the demanding and growing technical needs of the industry and become a viable alternative to traditional institutional training.	**Global Management Resources Inc.** SRC, the University of Saskatchewan, SIAST Kelsey Institute, Ag West Biotech and other biotech industry employers. Saskatoon	Nov. 12, 1996	Project terminated on July 23, 1997	30	$38,095	$267,095 AC= 0 AIK= $21,000 PC= $8,000 PIK= $200,000
Kitchen Helper/Housekeeping Room Attendant Developing and delivering an alternative learning approach to training. The course is based on previous STEC pre-hospitality model and standards. The learning model will target disabled youth in northern Saskatchewan. The training will provide trained and certified entry-level workers for the hospitality industry. The project will test new northern community partnerships, as well. Northern hospitality businesses will provide the work-based training and employment for successful graduates.	**Gary Tinker Federation and Northlands College,** VRDP, PSEST and a number of northern hospitality businesses. La Ronge	Nov. 25, 1996	August 9, 1997	9	$91,919	$148,311 AC= 0 AIK= $4,000 PC= $67,000 PIK= $5,000

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Professional Training of Undergraduate First Nations Science Students Training SIFC science students in advanced scientific equipment normally available only to post-graduate students. The project will provide practical experience in science that will give the students the skills they need to access the job market with a Bachelor of Science degree.	**Saskatchewan Indian Federated College (SIFC — Science Department)** University of Regina Regina	Feb. 1, 1997	Mar. 1, 1999	4	$42,000	$87,000 AC= 0 AIK= $20,000 PC= 0 PIK= $25,000
Automotive Service Technician Apprenticeship Training Coordinating work-based competency training combined with institutional training to assist seven automotive technician apprentices to achieve Level One Apprenticeship credit. This project will test successful worksite delivery of a minimum of 50% of the required course material and credit for prior learning. In-home distance learning via the Internet is also being tested.	**SIAST Kelsey Campus** The Apprenticeship and Trade Certification Unit and three journey-persons and employers in the automotive industry. Saskatoon	Feb. 4, 1997	June 27,1997	7	$37,500	$84,196 AC= 0 AIK= $43,000 PC= 0 PIK= $3,696
GED 12/Transport Operator Training Training learning-disabled individuals for careers as transport operators. Participants will receive remedial instruction leading to a GED 12 certificate, as well as operator skills training leading to Class-1A certification. Personal support is provided throughout all stages of the training, and post-training follow-up will ensure access to employment.	**Saskatoon Centre of Reading Excellence (SCORE)** TCDC, individual transport companies, Saskatchewan Social Services and NCC. Saskatoon	Feb. 3, 1997	Oct. 31, 1997	9	$165,571	$229,228 AC= 0 AIK= $20,560 PC= $37,555 PIK= $29,160
Home Based Business Entrepreneurial Training Developing and delivering a 10-week entrepreneurship program geared to the special requirements of operating a successful home business. Training will be piloted in Weyburn, Melfort and Lloydminster. It will test a new approach to entrepreneurship training by alternating five weeks of formal training with five weeks of individual action plan pursuit and self-directed practicum. If successful, this program will run throughout the province on a self-sustaining basis.	**Saskatchewan Home Based Business Association** Saskatchewan Association for Community Living, Saskatoon Special Interest Co-op, Victory Marketing, Advanced Business Consulting, Methods Consulting and Byron J. Reynolds. Melfort, Lloydminster and Weyburn	Feb. 4, 1997	May 29, 1998	60	$76,315	$138,775 AC= $17,940 AIK= 0 PC= 0 PIK= $44,520

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Electrician Apprenticeship Training Testing a new way of meeting skill development needs in the electrical industry. Palliser Institute will redesign the existing curriculum of Level One Electrician Apprenticeship training into independent modules, incorporating audio-video, distance delivery, printed materials and learning guides. Electrician Level One apprentices will be able to access training at a time convenient to both them and their employers. Innovation is in the flexibility of the delivery options, which enable apprentices to attend training on a per module basis, rather than in the regular block format.	**SIAST Palliser Institute** The Apprenticeship and Trade Certification Unit, Electrician Level One apprentices, and employers and contractors. Moose Jaw	May 5, 1997	June 19, 1998	12	$73,000	$128,500 AC= 0 AIK= $36,500 PC= 0 PIK= $19,000
Crane and Hoist Operators — Apprenticeship Training Developing and testing a curriculum which allows home study by correspondence and weekend seminars. Trainees will remain employed rather than having to take time off during the formal training. The employers will not have to re-staff or lose production time.	**Western Trades Training Institute (WTTI)** The Apprenticeship and Trade Certification Unit and ten employers. Saskatoon	Feb. 1, 1997	June 30, 1997	10	$44,750	$67,890 AC= 0 AIK= $10,750 PC= 0 PIK= $12,390
Machinist Apprenticeship Training Delivering Level One Machinist Apprenticeship training on-site at Leon Ram Industries in Yorkton. The program will test a new delivery model which will have the apprentices working four 10-hour days and taking their training on the fifth day. Testing the effectiveness of worksite training, the effectiveness of training when apprentices do not have to relocate and the cost-effectiveness of having apprentices continue to work full-time rather than require income support while training away from work.	**SIAST Kelsey Institute** Leon Ram Industries, Morris Industries, Goodman Steel and Iron Works, the Apprenticeship and Trade Certification Unit, Parkland Regional College and 12 apprentices. Yorkton	Apr. 1, 1997	Nov. 28, 1997	12	$32,070	$72,820 AC= 0 AIK= $5,700 PC= $35,050 PIK= 0
Automotive Dealership Training Project Delivering a comprehensive personal- and work-skills program for disabled individuals, leading to jobs with automotive dealerships. Training will include first aid and safety skills, defensive driving, specific job skills training, worksite assessments and 10 weeks of paid training on the job.	**Saskatchewan Abilities Council** Saskatoon Motor Dealers Association (SMDA), three local car dealerships, NCC and Saskatchewan Social Services Saskatoon	Mar. 24, 1997	Sept. 19, 1997	12	$67,920	$166,636 AC= 0 AIK= $37,116 PC= $52,000 PIK= $9,600

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Women's Work-Training Program and Cooperative Providing Level One apprentice carpenters with Level Two Apprentice training while developing expertise in the construction and renovation of "barrier free" housing for people with disabilities. The Level One carpenters, through the formation of their own cooperative, have created their own employer. This will allow them to continue to work towards their journey person certificate. All apprentice trainees are women in a non-traditional trade.	**Saskatchewan Women in Trades and Technology (SWTT)** CMHC, a consortium of the South Saskatchewan Living Centre, Women and Economic Developement Consortium, City of Regina, Social Services Income Security Division, CIBC, Habitat for Humanity and other community organizations, HRDC and the Apprenticeship and Trade Certification Unit. Regina	Apr. 1, 1997	Sept. 30, 1998	24	$100,520	$474,066 AC= $135,113 AIK=0 PC= $238,453 PIK=0
Community Economic Development Remote Delivery Program Delivering training through the Internet, teleconferencing, and mentor support. The participants will be linked to each other and the program deliverer via technology. The innovation being tested in this project is the delivery of a program to isolated trainees using Internet technology for jobs that are presently available in the communities, but currently there are no trained local candidates for the positions. The project will provide an evaluation of the suitability of the curriculum for distance delivery; the suitability of this method of delivery of programs; and its application to provide training to isolated students across Saskatchewan with the potential for training delivery absolutely anywhere.	**Northeast Economic Development Association** The Peter Ballantyne Cree Nation, NCC, Future Skills, SIAST Woodland Institute, Saskatchewan Telecommunications, Northlands College, and the villages of Sandy Bay, Pelican Narrows and Cumberland House. Northeastern Saskatchewan	Apr. 1, 1997	Mar. 24, 1998	10	$217,557	$524,784 AC= $2,925 AIK= $4,000 PC= $222,534 PIK= $77,768
Resource Management Personnel Program Preparing the graduates of Integrated Resource Management (IRM) programs to meet entry requirements for full-time employment with SERM, Tribal Councils, industry and other government departments. This work-based, holistic training model will offer enhanced life skills and cross-cultural training, which will contribute to the participants personal development and their well-roundedness as a resource manager. This year-round, work-based training is augmented with certified training for professional development which is typically offered to Provincial Conservation Officers.	**Federation of Saskatchewan Indian Nations (FSIN)** SERM, the Department of Indian and Northern Affairs, SIAST and SITT. Saskatchewan	June 1, 1997	May 31, 1998	7	$175,000	$484,551 AC= $34,701 AIK= $17,500 PC= $163,000 PIK= $94,350

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Northern Apprenticeship Cooking — Level I Level One Cooking Apprentice training at the Cogema Mine site in MacLean Lake. The theory component will be taught four days per month during the working shifts of the kitchen employees over a 10-month period. Training will be part of the regular employment of trainees. If successful, the employer will consider doing additional levels of the apprenticeship program.	**SIAST Woodland** Cogema Mining Company, Northlands College, Northern Metis Site Services Inc., the Apprenticeship Branch and seven apprentices. Northern Saskatchewan	May 1, 1997	June 30, 1998	7	$27,220	$75,662 AC= 0 AIK= $4,000 PC= $21,840 PIK= $22,602
Electronic Careers for First Nations Workers This project will train First Nations students for careers in the electronics industry, develop a new Applied Certificate in Electronics that incorporates SaskTels entry-level training, provide advanced entry into SIASTs electronics certificate program for the graduates, promote electronics as a viable career for First Nations individuals and provide industry-based training in electronics.	**Saskatchewan Indian Institute of Technology (SIIT)** Tribal Councils, SaskTel, SIAST, and NCC. Saskatoon	May 1, 1997	Aug. 31, 1998	20	$100,000	$579,600 AC= $28,300 AIK= $46,900 PC= $326,400 PIK= $78,000
Enriched Commercial Pilot Training Developing and delivering a comprehensive commercial pilot training program that will exceed Transport Canada minimum standards in order to meet requirements of northern operators for multi-skilled pilots able to assume commercial flying jobs immediately upon completion of training. Five of six trainees will be employed as pilots.	**Saskatchewan Aviation Council Inc.** The Saskatoon Board of Education, Mitchinson Flying Services, Nimbus Aerobatics, four local aviation companies and northern operators. Saskatoon	June 1, 1997	Apr. 30, 1998	6	$53,308	$193,308 AC= 0 AIK= $1,500 PC= $130,000 PIK= $8,500
Community Based Entrepreneurial Training Developing and implementing a community needs-based entrepreneurship training program for inner-city residents. Eight participants will successfully start up and run their own small business, while four participants will find sustainable jobs.	**Quint Development Corporation** Deloitte & Touche, Riversdale Business Improvement Distrct, the City of Saskatoon, Saskatoon Housing Authority, Saskatoon Credit Union, First Canadian Property Investments, Developers Real Estate, five inner-city community associations and NCC. Saskatoon	June 2, 1997	Sept. 4, 1998	15	$145,508	$211,268 AC= 0 AIK= $9,000 PC= $22,720 PIK= $38,460
Accelerated Business 1 Program Developing and offering all of the classes from the First Year Business Program in smaller blocks, delivered in shorter time periods.	**SIAST Palliser** Moose Jaw	June 1, 1997	June 26, 1998	25	$118,500	$169,500 AC= 0 AIK= $26,000 PC= 0 PIK= $25,000

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Study and Work Building upon existing work experience programs to assist grade 12 students from Prince Albert area high schools to make informed career choices and connect to jobs in the local labour market. Will develop the Partnership Directory Web site, an interactive site profiling employers and students, giving students access to jobs. Work Experience placements will be coordinated across all area high schools in order to have a "one window" service approach to employers. Trainees pursue a variety of career paths.	**Prince Albert School Division No. 3** The Kinistino School Division, Prince Albert (Carlton) Comprehensive High School Board, Prince Albert Rural School Division, Prince Albert Roman Catholic Separate School, HRDC, Prince Albert Chamber of Commerce and SIAST SIAST Woodland Institute. Prince Albert	Aug. 25, 1997	Oct. 31, 1998	60	$72,884	$116,198 AC= 0 AIK= $31,950 PC= 0 PIK= $11,364
Certificate in Program Evaluation Developing and delivering evaluation training for 16 employees in the cultural sector. The training program will produce a specific product for the employer involved in this pilot project, which could prove valuable in determining priorities as a business entity. MAS and SCCO will jointly own the package developed and will provide the training to sector partners in the future.	**Museum Association of Saskatchewan (MAS)** Saskatchewan Council of Cultural Organizations (SCCO) Regina (Various locations throughout Saskatchewan)	Aug. 15, 1997	June 30, 1998	16	$25,000	$38,580 AC= $1,600 AIK= $7,980 PC= $2,000 PIK= $2,000
Community Training and Placement Program This project will initiate the development of a work-based employment skills training curriculum to be used by participating employers under an agreement, or covenant, between unemployed Riversdale residents, the Riversdale Owners Coalition and the local businesses. An outline of the curriculum and the Employment Covenant will be developed to assist in the recruitment of employers. Nine employer and trainers will be recruited.	**Riversdale Owners Coalition (ROC) Inc.** Many professional volunteers from within the community to be mentors and instructors. Saskatoon	Jan. 6, 1997	Jan. 31, 1998	60	$20,000	$20,000 Unknown
Entrepreneurial Job This project will develop, deliver and test the effectiveness of delivery, unique entrepreneurial training utilizing the latest communications technology and employing innovative "hands-on" teaching techniques. Up to 140 participants will participate. They will start or operate a business with assistance from mentors with business experience.	**South West Centre for Entrepreneurial Development Inc. (SWCED)** Nikaneet First Nation, City of Swift Current, Swift Current Comprehensive High School, Southwest Chapter of Women Entrepreneurs, Town of Maple Creek, HRDC,Office Outfitters Ltd., Quest Management Inc., Southwest Community Futures Development Corporation and NCC. Swift Current	Nov. 1, 1997	Dec. 31, 1998	140	$85,580	$206,270 AC= $13,800 AIK= $33,350 PC= $40,000 PIK= $33,540

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
IT Skills Competency Framework This project will develop and validate an Information Technology (IT) Competency Framework depicting the IT competencies Saskatchewan needs to be globally competitive. It will identify the gap that exists between the sector's human resource training needs and available post-secondary training. A high priority training program will be developed and pilot tested using the Internet.	**Software Technology Centre** City of Regina, SaskEnergy, Farm Credit Corporation, SaskPower, Saskatchewan Wheat Pool, Saskatchewan Workers' Compensation Board (WCB), Saskatchewan Property Management Corporation, Wascana Energy, SaskTel, SGI, Fontanie Associates Consulting Services and the Vocational Technical Education Department, University of Regina. Regina	Oct. 1, 1997	Mar. 15, 1999	50	$178,275	$323,314 AC= 0 AIK= $27,260 PC= $50,000 PIK= $67,779
Roofer Apprenticeship Training This project will offer a home study/workplace testing training model that targets level one (but can accommodate level two and three) apprentices to a maximum of 20 apprentices in total. Each level of training must be completed within a calendar year.	**SIAST Woodland Campus** Individual Roofing Companies and Apprenticeship and Trade Certification. Various Locations	July 1, 1997	June 30, 1998	20	$30,000	$129,842 AC= 0 AIK= $61,880 PC= $25,290 PIK= $12,672
Dual Ticketed Instrumentation/Electrical Journeyperson This project will develop a curriculum that allows instrumentation mechanics and electrical journeypersons to become dual ticketed. Many employers throughout Saskatchewan are requesting that their employees are dual ticketed. These apprenticeship training programs share common training elements and competencies. This project will reduce training time required through prior learning assessment and minimization of duplication of training.	**SIAST Palliser Campus** Weyerhaeuser and Apprenticeship and Trade Certification. Moose Jaw	Sept. 1997	Dec. 1998	10	$71,816	$123,816 AC= 0 AIK= $36,000 PC= $12,000 PIK= $4,000
Saskatoon Industry-Education Council This project will develop an Industry-Education Council to enhance the economic well being of the community and the community's youth and employment. The industry partners will be providing financial support, advice, consultation, student placements and other appropriate services for the Saskatoon Board of Education. The Saskatoon Board of Education will develop a career culture/process and employability skills which will assist students to make the transition to productive employment.	**Saskatoon Board of Education** Flexi-coil, CETAC-West, Ernst & Young, SaskTel, Royal Bank, Hitachi Canada Industries, North Saskatoon Business Association (NSBA), Frontier Peterbilt Sales, West Wind Aviation, Saskatoon Chamber of Commerce, Tourism Saskatoon, Boychuk Construction Corporation and STC. Saskatoon	July 1, 1997	Dec. 31, 1998	33	$144,225	$434,110 AC= $216,085 AIK= 0 PC= $45,000 PIK= $28,800

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Water Operations and Maintenance Training Program Phases I and II This project will collaborate with a number of partners to develop, test and certify a Water Operations and Maintenance Training Program in two phases. It will be the first comprehensive training program based on provincially validated human resource needs profile for Saskatchewan water operators. The training is a distance education, self-paced package which will provide training, retraining and upgrading for operators in rural and northern Saskatchewan. Upon completion of the training, trainees will be examined for certification in Water Operations and Maintenance	**Lac La Ronge Indian Band and SIAST Palliser Campus** Saskatchewan Water and Wastewater Association (SWWA), SERM, Saskatchewan Water Corporation, the First Nations Water Operators Association and Woodland Cree First Nations. La Ronge	July 1997	July 1998	15	$193,078	$350,833 AC= $26,428 AIK= $56,220 PC= $35,567 PIK= $39,540
First Nations Government Specialist Training Program This project will deliver a First Nations Government Specialist Training Program to 17 First Nations and Metis students. This is the first time First Nations government has been taught from the perspective of First Nations people with consideration for their customary values and practices. The project will use computer technology to network and link participating bands to the training site as part of the curriculum supervision. Students will work in teams to establish cooperative working relationships and long term strategies to implement processes to deal with First Nations Government, Inherent Rights, Treaty Rights, a First Nations Justice System and New Fiscal Relations.	**First Nations Forum** Prince Albert and various reserves	Nov. 17, 1997	Nov. 30, 1998	20	$159,173	$630,673 AC= $9,000 AIK= $19,500 PC= $130,000 PIK= $313,000
Professional Mentoring and Development Training Program for Artists and Writers This project will provide mentorship training which will allow trainees the opportunity to consider self-employment through the learned skills needed to survive as professional artists and writers. This merged program reduces administration and delivery expenses as these two mediums share similar needs in professional development training.	**Canadian Artists Representation Saskatchewan** Sterling Newspapers, Neutral Ground Artist Run Centre and Multimedia Station/ SOIL, Circle Vision, City of Regina, CARFAC Copyright Collective, Gauley & Co. and Meyers Norris Penney & Co. Regina	Nov. 1, 1997	July 29, 1998	5	$49,617	$112,889 AC= $1,250 AIK= $30,000 PC= $2,500 PIK= 0

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Crafts Training Initiatives This project will test a self-paced, distance education certificate program for ceramists and weavers throughout the province. The 52-week project is currently only available through a two year program located at Woodland Campus. This project will develop industry and SIAST-certified training through the use of instruction, mentorship from master craftpersons and certification based on product production judged by master craftpersons.	**SIAST Woodland Campus** Provincial Weavers and Potter Guild, Neil Balkwill Centre and The Saskatchewan Craft Council Throughout the province	Nov. 1, 1997	Dec. 30, 1998	6	$78,620	$131,410 AC= 0 AIK= $21,410 PC= $4,820 PIK= $26,560
Small Business Development Centre for People with Disabilities This project will test a unique business incubator model that will operate in a collective format, which will combine a core-services component for marketing, accounting and human resources services with individual satellite businesses or "pods." Fourteen individuals with a mobility disability or hearing impairment will be trained in entrepreneurship skills to equip them either to run their own small business or be part of the core services business enterprise.	**Saskatchewan Deaf and Hard of Hearing Services Inc.** Sealy Osborne Consultant Services, Global Infobrokers, The Lang Tree, Saskatchewan Social Services and NCC. Saskatoon	Nov. 1, 1997	Dec. 31, 1998	14	$199,300	$389,475 AC= 0 AIK= $32,500 PC=$132,250 PIK= $25,425
Carpenter Tradesperson Upgrading for Journey Certification This project will provide a supplementary program to the SIAST programs for people in the carpenter trades. The upgrading pilot program totals 156 hours and will incorporate the curriculum into a number of home study hours. The curriculum will be packaged in a non-sequential format to provide open access to training throughout the province. This project delivers the curriculum a modular format as a progressive work and learning experience in Saskatoon one night per week and one Saturday per month. Trainees can start at any time and any place in the curriculum.	**Saskatchewan Carpenter's Joint Training Committee** SIAST Woodland Campus and Apprenticeship and Trade Certification. Saskatoon	Oct. 31, 1997	June 30, 1998	16	$34,190	$47,090 AC= 0 AIK= $10,200 PC= 0 PIK= $2,700

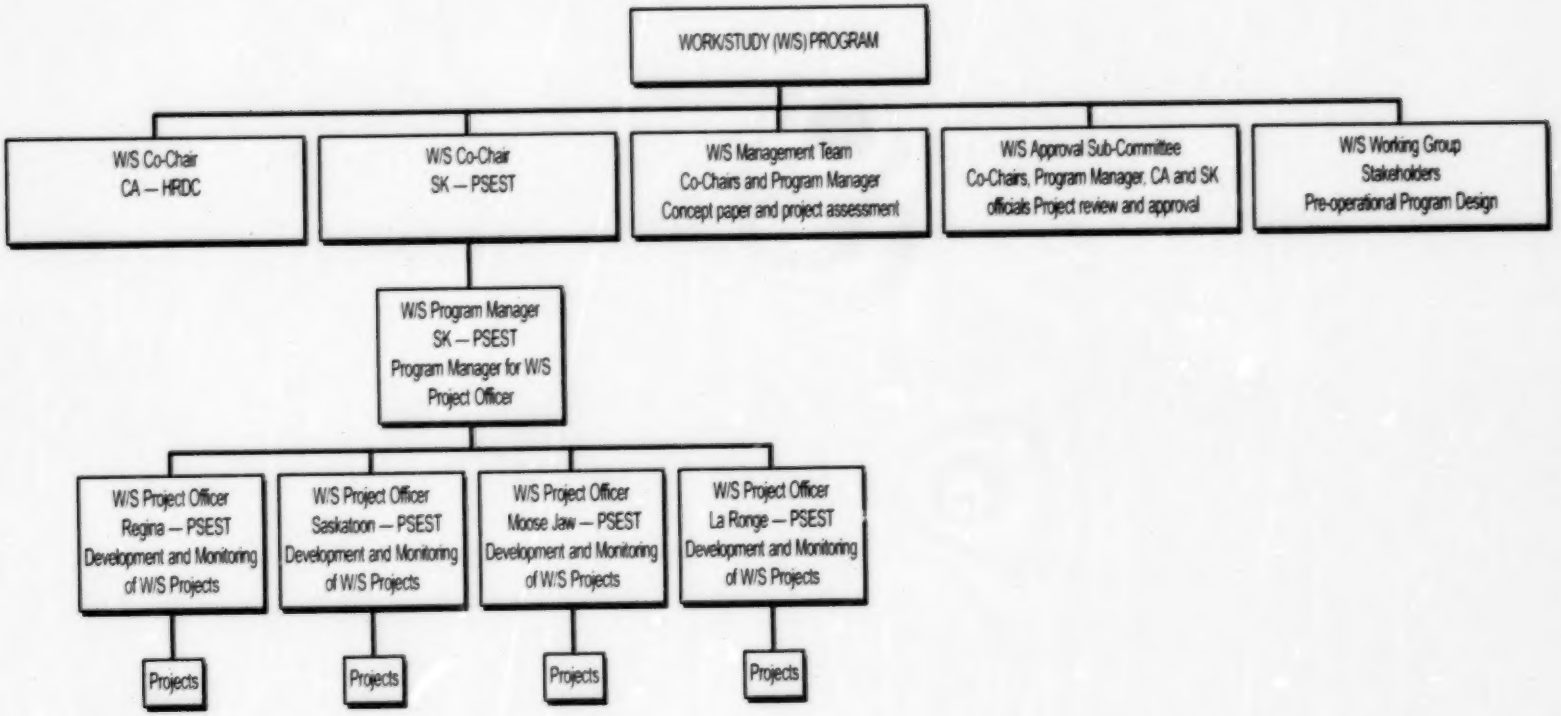
Project Title	Sponsors and Partners and Location	Start Date	Completion Date	Number of Trainees	SI Contribution	Total
Careers in Film, Television and New Media This project will implement the first-in-North America, industry-based curriculum aimed at preparing high school students for successful careers in film, television and new media production. This first industry based curriculum will give students hands-on experience required to plan, produce, record and edit basic film, television and new media production. The grade 12 pilot project will have a two-month summer placement for graduates by the Saskatchewan Film Producers Association.	**Minds Eye Pictures** Luther College, Canadian Film and Television Production Association, Saskatchewan Education, Saskatchewan Economic and Cooperative Development and HRDC. Regina	June 1, 1998	Aug. 31, 1998	20	$100,000	$179,600 AC= $5,500 AIK= $6,650 PC= $46,450 PIK=$21,000
Carpenter/Scaffold Training Specialty This project will develop a scaffold curriculum for modular delivery and a work experience document for the work site. It will deliver the scaffold modular curriculum as a progressive work and learning experience in Saskatoon. This pilot will test an approach to increase accessibility to training the construction trades in various locations throughout Saskatchewan.	**Saskatchewan Carpenter's Joint Training Committee** Scaffold Industry Association and Apprenticeship and Trade Certification. Saskatoon	Mar. 24, 1998	Nov. 30, 1998	20	$35,520	$49,800 AC= 0 AIK=$10,930 PC= 0 PIK= $3,350
Making the Connection With the Workplace This project will research, develop and test innovative approaches to enhance the employment opportunities for northern high school students, adults and apprentices in the area of trades and applied technologies in expanding areas of the northern economy.	**Northern Lights School Division No. 113/ Northern Apprenticeship Committee** Northern communities. Northern Saskatchewan	Jul. 6, 1998	Jan. 29, 1999	83	$50,000	$50,000 AC= 0 AIK=$29,250 PC= 0 PIK=$51,125

Appendix 3: Organizational Charts

STRATEGIC INITIATIVES (SI) PROGRAM
Organizational Chart

STRATEGIC INITIATIVES (SI) PROGRAM
STRATEGIC INITIATIVES Clerical Support for all SI Program Streams
STRATEGIC INITIATIVES Database Financial Coordinator for all SI Program Streams
STRATEGIC INITIATIVES Federal and Provincial Co-Chairs CASK Co-Chairs
STRATEGIC INITIATIVES Communications Support
EVALUATION
IT SUPPORT/ADVISORY GROUP
WORK STUDY PROGRAM
CAREER SERVICES PROGRAM
LABOUR MARKET INFORMATION PROGRAM
Evaluation Co-Chair SK – PSEST
Evaluation Co-Chair CA – HRDC
Callone Consultants Inc. Project Manager
W/S Co-Chair CA – HRDC
W/S Co-Chair SK – PSEST
W/S Program Manager SK – PSEST
CS Co-Chair CA – HRDC
CS Co-Chair SK – PSEST
Project Coordinator SK – PSEST
LMI Co-Chair CA – HRDC
LMI Co-Chair SK – PSEST
LMI Coordinator SK – PSEST

WORK/STUDY (W/S) PROGRAM
Organizational Chart



Appendix 4: Work/Study Evaluation Questions

Work/Study Questions

Relevance	Indicators	Methodologies
1. What was the process used to determine the social and economic need for the Work/Study program and individual projects?	• Process used for Program design • Process used to identify pilot projects	Key informant interviews Sponsor interviews Document review — Project Proposals
2. How have the labour force development needs of target groups been incorporated in the design of the Work/Study Program?	• Participation of target groups in program design • Design of W/S Program • Participation of target groups in W/S projects • Design of W/S projects • Opinions of target groups	Key informant interviews Document review — Program Description — Project Proposals Tracking system statistics Participant interviews
3. What types of innovations are the Work/Study projects expected to test?	• Innovations incorporated in W/S projects	Key informant interviews Sponsor interviews Participant surveys Document review — Project proposals
4. How does the Work/Study program represent improvements in service to clients over alternative programs?	• Opinions of employers • Opinions of trainees • Opinions of trainers • Opinions of other stakeholders	Key informant interviews Sponsor interviews Employer interviews Trainer interviews Participant surveys
Program Design and Delivery	**Indicators**	**Methodologies**
5. Have any operational/legislative/ regulatory/jurisdictional constraints been identified that impinge on the ability of the program to achieve its objectives? How were these handled?	• Stakeholder opinions	Key informant interviews W/S Staff workshop Working Group workshop Co-Chair workshop
6. What are the strengths and weaknesses of the Programs organizational structure?	• Roles and responsibilities of the various stakeholders — Staff — Committees • Administrative policies and procedures • Staff reporting structures • Internal communication	Key informant interviews Document review — W/S Work Flow Plan W/S Staff workshop Working Group workshop Co-Chair workshop Sponsor interviews

Program Design and Delivery	Indicators	Methodologies
7. How were the potential applicants and the community informed about the Work/Study program? Was the external communication effective?	• External communication activities • Awareness levels • Number of applications • Opinions of stakeholders	Key informant interviews Sponsor interviews Participant surveys Document review — Communication Strategy
8. What measures are being taken for tracking, monitoring and assessing the projects? Are these adequate?	• Tracking and monitoring procedures in place • Opinions of stakeholders • Consideration of comparison groups	Key informant interviews Sponsor interviews Employer interviews Tracking System review
Program Success	**Indicators**	**Methodologies**
9. What types of partnerships have been developed through the Work/Study program? What have been some of the partnership achievements and challenges? Will these partnerships be sustainable?	• Successes partnerships experienced • Challenges partnerships experienced • How the challenges were handled	Key informant interviews W/S Staff workshop Working Group workshop Co-Chair workshop Sponsor interviews Partner interviews
10. How is the Work/Study program contributing to increased federal and provincial coordination and collaboration in labour force development? How does this represent an improvement over previous collaboration?	• Changes in working environment • How the program is contributing to a reduction in duplication	Key informant interviews W/S Staff workshop Working Group workshop Co-Chair workshop
11. What successes in innovations have been experienced? What challenges have been experienced and how have the challenges been handled?	• Opinions of stakeholders	Key informant interviews Sponsor interviews Partner interviews Participant surveys
12. How satisfied are participants Work/Study program?	• Opinions of stakeholders regarding: — Application and selection process — Services provided — Overall program	Key informant interviews Sponsor interviews Partner interviews Participant surveys

Program Success	Indicators	Methodologies
13. Have the intended impacts of the Work/Study program been achieved? What are the unintended impacts of the Work/Study program?	• Completion rates • Reasons for discontinuing • Impacts on employers • Impacts on trainees • Impacts on sectors	Key informant interviews Sponsor interviews Partner interviews Participant surveys Tracking system analyses
14. How were the funding allocations determined? Are the allocations appropriate relative to the identified needs?	• Process used • Opinions of stakeholders	Key informant interviews Sponsor interviews
15. Is the Work/Study program model a cost-effective way of achieving program objectives?	• Opinions of stakeholders • Cost comparison with other programs	Key informant interviews Sponsor interviews Partner interviews Participant surveys Review and analysis of costs